DOCUMENT RESUME

ED 461 748 CE 082 883

TITLE	Illinois Occupational Skill Standards: Occupational Therapy Cluster.
INSTITUTION	Illinois Occupational Skill Standards and Credentialing Council, Carbondale.
SPONS AGENCY	Illinois State Board of Education, Springfield.
PUB DATE	2001-11-00
NOTE	278p.; Collaboratively produced by the Health & Social Services Subcouncil, and the Occupational Therapy Cluster Standards Development Committee. Patricia Johnson, Product Developer. For other Illinois Occupational Skill Standards, see ED 443 016-034, ED 448 350-355, ED 454 375-377 and CE 082 881-884.
AVAILABLE FROM	Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, 1 University Circle, Macomb, IL 61455-1390. Tel: 800-322-3905 (Toll Free); Fax: 309-298-2869, e-mail: CPC@wiu.edu. For full text: http://www.standards.siu.edu/.
PUB TYPE	Guides - Non-Classroom (055) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Academic Standards; Advisory Committees; *Allied Health Occupations Education; Communication Skills; Competence; Competency Based Education; Data Collection; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Qualifications; Equipment Utilization; Evaluation Criteria; Glossaries; Guidelines; Interviews; Job Skills; Labor Force Development; Medical Services; Occupational Clusters; Occupational Therapy; *Occupational Therapy Assistants; *Performance Based Assessment; Physical Therapy; Program Guides; Psychotherapy; Rehabilitation; Secondary Education; *State Standards; Statewide Planning; Student Certification; *Student Evaluation; Therapeutic Recreation; Two Year Colleges; Vocational Education
IDENTIFIERS	*Illinois

ABSTRACT

This document, which is intended to serve as a guide for work force preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in jobs in occupational therapy. Agency partners involved in this project include: the Illinois State board of Education, Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Commerce and Community Affairs, and the Illinois Department of Employment Security. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 96 tasks typically performed by occupational therapy assistants and occupational therapy aides. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements; and (3) performance assessment criteria. The following

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are among the categories of tasks for which skill standards are provided: service management; supplementary (nonbillable) client care services; supervision; communication; support services; data collection; occupational therapy interviews; and occupational therapy interventions for activities of daily living, work and productive activities, play or leisure activities, sensorimotor integration, cognitive integration, and psychosocial awareness. Appended are the following: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Health and Social Sciences Subcouncil, and Occupational Therapy Cluster Standards Development Committee members; and list of necessary workplace skills. (MN)

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ILLINOIS

OCCUPATIONAL SKILL STANDARDS

OCCUPATIONAL THERAPY CLUSTER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS
OCCUPATIONAL THERAPY CLUSTER

PROJECT STAFF

Health & Social Services Subcouncil Chair

Joseph A. Bonefeste, Ph.D.
727 Thistle Ridge
Springfield, IL 62702

State Liaison

Kathryn Torricelli
Principal Consultant
Illinois State Board of Education

Product Developer for Occupational Therapy Cluster

Patricia Johnson, MOT, PT, P.C.S.
Director of Rehabilitation Services
Shriners Hospital for Children Chicago

AGENCY PARTNERS

Illinois State Board of Education
Illinois Community College Board
Illinois Board of Higher Education
Illinois Department of Commerce and Community Affairs
Illinois Department of Employment Security

ILLINOIS OCCUPATIONAL SKILL STANDARDS

OCCUPATIONAL THERAPY CLUSTER

Endorsed for Illinois
by the
Illinois Occupational Skill Standards
and Credentialing Council

A MESSAGE FROM THE ILLINOIS OCCUPATIONAL SKILL STANDARDS AND CREDENTIALING COUNCIL

Preparing youth and adults to enter the workforce and to be able to contribute to society throughout their lives is critical to the economy of Illinois. Public and private interest in establishing national and state systems of industry-driven skill standards and credentials is growing in the United States, especially for occupations that require less than a four-year college degree. This interest stems from the understanding that the United States will increasingly compete internationally and the need to increase the skills and productivity of the front-line workforce. The major purpose of skill standards is to promote education and training investment and ensure that this education and training enables students and workers to meet industry standards that are benchmarked to our major international competitors.

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) has been working with industry subcouncils, the Illinois State Board of Education and other partnering agencies to adopt, adapt and/or develop skill standards for high-demand occupations. Skill standards products are being developed for a myriad of industries, occupational clusters and occupations. This document represents the collaborative effort of the Health & Social Services Subcouncil, and the Occupational Therapy Cluster Standards Development Committee.

These skill standards will serve as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These standards will also serve as a mechanism for communication among education, business, industry and labor.

We encourage you to review these standards and share your comments. This effort has involved a great many people from business, industry and labor. Comments regarding their usefulness in curriculum and assessment design, as well as your needs for in-service and technical assistance in their implementation are critical to our efforts to move forward and improve the documents.

Questions concerning this document may be directed to:

Kathryn Torricelli, Illinois State Board of Education (ktorrice@isbe.net)
Tricia Broughton, Illinois Community College Board (tbroughton@iccb.state.il.us)
Linda Lafferty, Illinois State Board of Education (llaffert@isbe.net)
Lyle Neumann, Illinois Department of Employment Security (lneuman@ides.state.il.us)
Mitch Daniels, Illinois Department of Employment Security (mdaniels@ides.state.il.us)

We look forward to your comments.

Sincerely,

The Members of the IOSSCC

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THE ILLINOIS PERSPECTIVE

The Occupational Skill Standards Act (PA 87-1210) established the nine-member Illinois Occupational Skill Standards and Credentialing Council (IOSSCC). Members of the IOSSCC represent business, industry and labor and are appointed by the Governor or State Superintendent of Education. The IOSSCC, working with the Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Employment Security and Illinois Department of Commerce and Community Affairs, has created a common vision for workforce development in Illinois.

VISION

It is the vision of the IOSSCC to develop a statewide system of industry defined and recognized skill standards and credentials for all major skilled occupations providing strong employment and earnings opportunities in Illinois.

The IOSSCC endorses occupational skill standards and credentialing systems for occupations that

- require basic workplace skills and technical training,
- provide a large number of jobs with either moderate or high earnings, and
- provide career advancement opportunities to related occupations with moderate or high earnings.

Subcouncils and Standards Development Committees

Under the direction of the IOSSCC, and in cooperation with industry organizations and associations, industry subcouncils have been formed to review, approve and promote occupational skill standards and credentialing systems. The industry subcouncils are: Agriculture and Natural Resources; Applied Science and Engineering;* Business and Administrative Information Services; Communications; Construction;* Education and Training Services;* Energy and Utilities;* Financial Services; Health and Social Services; Hospitality; Legal and Protective Services;* Manufacturing; Marketing and Retail Trade; and Transportation, Distribution and Logistics. (*Indicates subcouncils identified for future development.)

Standards development committees are composed of business, labor and education representatives who are experts in the related occupational cluster. They work with the product developer to

- develop or validate occupational skill standards,
- identify related academic skills,
- develop or review assessment or credentialing approaches, and
- recommend endorsement of the standards and credentialing system to the industry subcouncil.

Expected Benefits

The intent of skill standards and credentialing systems is to promote education and training investment and ensure that students and workers are trained to meet industry standards that are benchmarked to the state's major international competitors. Skill standards and credentialing systems have major benefits that impact students and workers, employers and educators in Illinois.

Student and Worker Benefits

- Help workers make better decisions about the training they need to advance their careers
- Allow workers to communicate more effectively to employers what they know and can do
- Improve long-term employability by helping workers move more easily among work roles
- Enable workers to help their children make effective academic and career and technical decisions

Employer Benefits

- Focus the investment in training and reduce training costs
- Boost quality and productivity and create a more flexible workforce
- Improve employee retention
- Improve supplier performance
- Enlarge the pool of skilled workers

Educator Benefits

- Keep abreast of a rapidly changing workplace
- Contribute to curriculum and program development
- Provide students with better career advice
- Strengthen the relationship between schools and local businesses
- Communicate with parents because educators have up-to-date information about industry needs

The IOSSCC is currently working with the Illinois State Board of Education and other state agencies to integrate the occupational standards with the Illinois Learning Standards which describe what students should know and be able to do as a result of their education. The IOSSCC is also working to integrate workplace skills—problem solving, critical thinking, teamwork, etc.—with both the Illinois Learning Standards and the Illinois Occupational Skill Standards.

IOSSCC Requirements for Occupational Skill Standards

Illinois Occupational Skill Standards define what an individual should know and the expected level of performance required in an occupational setting. They focus on the most critical work performances for an occupation or occupational area.

Any occupational skill standards and credentialing system seeking IOSSCC endorsement must

- represent an occupation or occupational cluster that meets the criteria for IOSSCC endorsement, including economic development, earnings potential and job outlook;
- address both content and performance standards for critical work functions and activities for an occupation or occupational area;
- ensure formal validation and endorsement by a representative group of employers and workers within an industry;
- provide for review, modification and revalidation by an industry group a minimum of once every five years;
- award credentials based on assessment approaches that are supported and endorsed by the industry and consistent with nationally recognized guidelines for validity and reliability;
- provide widespread access and information to the general public in Illinois; and
- include marketing and promotion by the industry in cooperation with the partner state agencies.

Occupations that do not meet the earnings criteria for IOSSCC endorsement, but are part of an occupational cluster that is being developed, may be presented for recognition by the IOSSCC. IOSSCC members encourage individuals to pursue occupational opportunities identified as endorsed occupations. Examples of occupations that do not meet the endorsement criteria, but have been recognized by the IOSSCC are Certified Nurse Assistant and Physical Therapy Aide.

Skill Standards Components

Illinois Occupational Skill Standards must contain these areas:

- Performance Area
- Performance Skill
- Skill Standard
- Performance Elements
- Performance Assessment Criteria

The Council further identified three components of the Skill Standard (*Conditions of Performance, Statement of Work and Performance Criteria)* as critical work functions for an occupation or industry/occupational area. The sample format for Illinois Occupational Skill Standards on the following page provides a description of each component of a skill standard.

The sample format also illustrates the coding at the top of each page identifying the state, fiscal year in which standards were endorsed, Subcouncil abbreviation, cluster abbreviation and standard number. For example, the twenty-fifth skill standard in the Occupational Therapy Cluster, which has been developed by the Health & Social Services Subcouncil, would carry the following coding: IL.01.HSS.OTC.25.

SUMMARY OF WORK TO BE PERFORMED. SUMMARY IS BRIEF AND BEGINS WITH AN ACTION VERB.

IL.FY.SUBCOUNCIL.CLUSTER.STANDARD NO.

PERFORMANCE AREA

SKILL STANDARD

CONDITIONS OF PERFORMANCE

A comprehensive listing of the information, tools, equipment and other resources provided to the person(s) performing the work.

WORK TO BE PERFORMED

An overview of the work to be performed in demonstrating the performance skill standard. This overview should address the major components of the performance. The detailed elements or steps of the performance are listed under "Performance Elements."

PERFORMANCE CRITERIA

The assessment criteria used to evaluate whether the performance meets the standard. Performance criteria specify product/outcome characteristics (e.g., accuracy levels, appearance, results, etc.) and process or procedure requirements (e.g., safety requirements, time requirements, etc.).

PERFORMANCE ELEMENTS

Description of the major elements or steps of the overall performance and any special assessment criteria associated with each element.

PERFORMANCE ASSESSMENT CRITERIA

Listing of required testing, certification and/or licensing.

Product and process used to evaluate the performance of the standard.

PRODUCT

Description of the product resulting from the performance of the skill standard.

PROCESS

Listing of steps from the Performance Elements which must be performed or the required order or performance for meeting the standard.

OCCUPATIONAL EARNINGS AND EMPLOYMENT INFORMATION FOR OCCUPATIONAL THERAPY CLUSTER SKILL STANDARDS

I. Developmental Process and Occupational Definition

A. Developmental Process

After studying labor market information, the Health and Social Services Subcouncil recommended that the occupational therapy cluster be an occupational area for which performance skill standards would be developed. This cluster meets the criteria established by the Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) for performance skill standard development, education and training requirements, employment opportunities, earnings potential and career opportunities. The careers identified in the occupational therapy cluster include occupational therapy assistant and occupational therapy aide. A product developer knowledgeable about the occupational therapy field began the process of performance skill identification. The product developer prepared an outline and framework designed to address the major skills expected in the workplace. The framework addresses skill requirements common in the field.

The subcouncil recommended the final skill standards product be presented to the IOSSCC. The IOSSCC reviewed the skill standards and met with the product developer, state liaison and chair of the subcouncil. Based on the review, the IOSSCC voted to endorse the occupation of Occupational Therapy Assistant and recognize the occupation of Occupational Therapy Aide.

1. Resources

Common and accepted references provided reinforcement for the direction given in the occupational framework. Those references included current texts used by educational institutions and curriculum guides from Illinois and other states. The Occupational Therapy Cluster skill standards were based on descriptions and competencies identified through researching the career area. Incorporated into this product was information from the following sources: *Standards of Practice for Occupational Therapy; Uniform Terminology for Occupational Therapy, Third Edition; Guide for Supervision of Occupational Therapy Personnel in the Delivery of Occupational Therapy Services; Guidelines for the Use of Aides in Occupational Therapy Practice;* and *Standards for an Accredited Educational Program for the Occupational Therapy Assistant.*

2. Standards Development Committee

A standards development committee composed of Certified/Licensed Occupational Therapy Assistants (COTA/L) and Registered/Licensed Occupational Therapists (OTR/L) was convened. The framework, initial outline, matrix and draft skill standards were presented to the standards development committee for review, revision, adjustment and validation. Educators reviewed the standards for consistency in terminology and the assessment criteria for content.

B. Occupational Definitions

The function of the occupational therapy assistant is to assist in the practice of occupational therapy under the supervision of an OTR/L and to implement the occupational therapy treatment plan as established by the OTR/L. Occupational therapy practitioners are concerned with the engagement of persons in meaningful and purposeful occupations in the performance areas of activities of daily living (ADL), work and productive activities and play/leisure.

1. **Occupational Therapy Assistant**

   Occupational therapy assistants are licensed to provide occupational therapy services to assigned individuals under the supervision of an occupational therapist. The occupational therapist has ultimate overall responsibility for service provision. The occupational therapy assistant advances along a continuum from entry to advanced level, based on experience, education and practice skills.

2. **Occupational Therapy Aide**

   Occupational therapy aides are support personnel who may be involved in the provision of support services which are limited to tasks that do not require the clinical decision making of the occupational therapist or the clinical problem solving of the occupational therapy assistant. The aide is on-the-job trained and may only function with the continuous on-site supervision by the occupational therapist or occupational therapy assistant.

II. Employment and Earnings Opportunities

A. Education and Training Requirements

Occupational therapy assistants are graduates of an occupational therapy assistant associate degree program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The Illinois Department of Professional Regulation must license occupational therapy assistants. Licensing requirements include: an age requirement of at least 18 years; graduation from an accredited associate degree program in occupational therapy assistant; and the passing of a written examination authorized by the Illinois Department of Professional Regulation.

Occupational therapy aides or personnel other than occupational therapy practitioners receive individualized on-the-job training. There are no formal training programs for occupational therapy aides. Aides must receive close supervision by occupational therapy practitioners.

B. Employment Opportunities

Employment of occupational therapy assistants nationally and in Illinois is expected to grow faster than average through 2008. The demand for therapeutic services will increase to meet the needs of a growing and aging population. In an effort to control costs, some institutions will employ a greater number of occupational therapy assistants and aides to perform routine tasks. Competition for jobs is expected to remain keen, but opportunities should be good for all graduates of approved training programs.

C. Earnings Opportunities

	Middle Range Annual Earnings, 1999*
Occupational Therapy Assistant	$22,050 - $38,230
Occupational Therapy Aide	$15,080 - $17,680

**Middle Range is the middle 50%, i.e., one-fourth of persons in the occupation earn below the bottom of the range and one-fourth of persons in the occupation earn above the top of the range.*

Sources: *2000 Occupational Employment Statistics: Wage Data and Occupational Projections 2008,* Illinois Department of Employment Security, Economic Information and Analysis Division; *Horizons Career Information System; Encyclopedia of Careers & Vocational Guidance-10th Edition.*

III. Assessment and Credentialing Systems

The IOSSCC recognizes that industry commitment for third-party assessment is beneficial and requests that each standards development committee and/or subcouncil identifies the most beneficial method for assessing the standards.

Occupational therapy assistants are certified by the National Board for Certification on Occupational Therapy (NBCOT) and licensed by the Illinois Department of Professional Regulation. Occupational therapy aides are trained on the job and are not certified or licensed.

IV. Industry Support and Commitment

The primary areas currently identified for industry support and commitment of occupational skill standards are development, updating and marketing. Business and industry partners may identify future uses of occupational skill standards such as credentialing/certification, career development of employees and specifications for out-source training programs.

A. Industry Commitment for Development and Updating

1. The development of skill standards for the occupational therapy cluster is the direct result of efforts by the Health and Social Services Subcouncil and the standards development committee. Names of the persons serving on the subcouncil and the standards development committee are located in the appendices.
2. In developing the products, the following steps were completed:
    a. Identification and prioritization of career ladder and identifying jobs by name
    b. Review of resources
    c. Development of draft matrix of performance standards
    d. Development of performance standard identified on matrix
    e. Convening of standards development committee of incumbent workers
    f. Review, validation and approval of skill standards by standards development committee
    g. Review and approval of standards by subcouncil
    h. Endorsement of skill standards by the Illinois Occupational Skill Standards and Credentialing Council (IOSSCC)
3. The Health and Social Services Subcouncil supports a regular review and revision process to ensure the standards reflect the rapidly changing industry.

B. Industry Commitment for Marketing

The Health and Social Services Subcouncil is committed to marketing and obtaining support and endorsement from the leading industry associations impacted by the skill standards. Upon recognition/endorsement of the standards by the IOSSCC, the subcouncil strongly recommends that professional trade groups, academic groups, etc., develop and provide an in-service/seminar package to promote skill standard awareness and obtain full industry support and commitment for the development of a full industry marketing plan.

The Health and Social Services Subcouncil encourages the availability of skill standards to the public, including learners, parents, workers, educators at all levels, employers and industry personnel.

ASSUMPTIONS FOR OCCUPATIONAL THERAPY CLUSTER SKILL STANDARDS

Skill standards assume that individuals have received education and/or training in a setting such as a secondary, post-secondary and/or apprenticeship/on-the-job training program and have the background knowledge necessary for performing the skill standards contained in this publication. The education and/or training includes instruction for the proper handling and operation of materials, tools and equipment required for performing the skills including the purpose of use, when to use, how to use and any related safety issues.

The instructional/training program must adhere to all local, state and federal licensing and/or certification requirements as set by law, if applicable.

The Standards Development Committee developed the skill standards based on the following assumptions:

1. Workplace skills (employability skills) are expected of all individuals. Socialization skills needed for work are related to lifelong career experience and are not solely a part of the initial schooling process. These are not included with this set of statements.
2. Specific policies and procedures of the work site will be made known to the individual and will be followed.
3. Time elements outlined for the skill standards result from the experience and consideration of the panel of experts who made up the standards development committee.
4. Skills will progress from simple to complex. Once a skill has been successfully performed, it will be incorporated into more complex skills.
5. Skill standards describe the skill only and do not detail the background knowledge or theory related to the particular skill base. Although the skill standard enumerates steps to successful demonstration, rote approaches to the outcomes are not prescribed. The presence of background knowledge and/or theory that is related to an individual skill is assumed.
6. Skills will be completed in an expedient and safe manner.
7. Skill standards are selected because they meet workplace needs and are designed to meet professional standards of practice.
8. Skill standards do not replace, supersede or substitute for procedure manuals.
9. Skill standards in no way supersede or take the place of certification or graduation from an accredited program of study and licensing for occupational therapy assistants.
10. Skill standards reflect skills that an entry-level occupational therapy assistant should be able to perform.
11. Skills are measurable standards of practice which can be utilized to demonstrate competency to an employer.
12. Client/patient rights (including confidentiality, privacy and safety of the client) will be learned as part of the educational process. They will be expected as part of employment and incorporated into the performance of each skill.
13. The occupational therapist of record is directly responsible for the actions of the occupational therapy assistant and occupational therapy aide.

14. The American Occupational Therapy Association (AOTA) official documents, "Guidelines to the Occupational Therapy Code of Ethics," "Guide for Supervision of Occupational Therapy Personnel in the Delivery of Occupational Therapy Services," "Guidelines for the Use of Aides in Occupational Therapy," "Standards for Continuing Competence" and the "Illinois Occupational Therapy Practice Act" give direction to the legal and ethical dimensions of practice.

15. The skill standards were developed utilizing the AOTA document entitled "Uniform Terminology for Occupational Therapy, Third Edition."

16. In this document, the technician responsible for unskilled tasks within an occupational therapy setting has been referred to as an "occupational therapy aide." This individual is trained on-the-job by an occupational therapist or occupational therapy assistant and performs only supportive services to the occupational therapy practitioner. Occupational therapy aides do not act as primary service providers of occupational therapy. The Illinois Occupational Therapy Association does not support certification or licensure for these individuals.

17. Occupational therapy aides must perform job tasks in direct line of sight of the supervising occupational therapy assistant or occupational therapist.

PERFORMANCE SKILL LEVELS

	OCCUPATIONAL THERAPY ASSISTANT	OCCUPATIONAL THERAPY AIDE
SERVICE MANAGEMENT FUNCTIONS		
Enter Client Data	•	•
Schedule Appointment for Client	•	•
Conduct Occupational Therapy Equipment and Supply Inventories	•	•
Complete Equipment Repair/Maintenance Request Form	•	•
File Occupational Therapy Documentation	•	•
Record Time Utilization and Billing Data	•	•
SUPPLEMENTARY (NONBILLABLE) CLIENT CARE SERVICES		
Prepare Client for Treatment		•
Transfer Client to/from Wheelchair		•
Transfer Client to/from Stretcher		•
Transfer Client Using Hydraulic Lift		•
Transport Client by Wheelchair/Stretcher		•
Assist Client in Toileting/Toilet Hygiene		•
Apply Support/Compressive Garment		•
SUPERVISION		
Supervise Occupational Therapy Aides	•	
Supervise Occupational Therapy Assistant Students	•	
Supervise Volunteers	•	
COMMUNICATION		
Receive Client, Family Member and/or Visitor	•	•
Identify and Verify Pertinent Information from Client's Record	•	
Identify, Record and Communicate Pertinent Information from Occupational Therapy and/or Client's Record	•	
Communicate and Collaborate within Provider Team	•	•
Collaborate, Interpret, Clarify and Implement Occupational Therapy Plan of Care	•	
Secure Pertinent Information from Client and/or Family/Caregiver	•	
Instruct Client and/or Family/Caregiver in Occupational Therapy Intervention	•	
Compose Occupational Therapy Reports	•	
Participate In Multidisciplinary Meetings	•	
Report Client Status and Response to Occupational Therapy Treatment	•	
SUPPORT SERVICES		
Wash Hands	•	•
Use Standard/Transmission (Universal) Precautions	•	•
Use Proper Body Mechanics	•	•
Clean/Maintain Equipment	•	•

PERFORMANCE SKILL LEVELS

	OCCUPATIONAL THERAPY ASSISTANT	OCCUPATIONAL THERAPY AIDE
SUPPORT SERVICES *(Continued)*		
Inventory/Stock Equipment and Supplies	•	•
Prepare Occupational Therapy Area for Treatment	•	•
Assist with Application of Superficial Thermal Agents	•	•
Clean Area After Occupational Therapy Intervention	•	•
GENERAL DATA COLLECTION		
Measure Vital Signs	•	•
Screen Client for Need of Occupational Therapy Examination	•	
Perform Activity Analysis	•	
ACTIVITIES OF DAILY LIVING DATA COLLECTION		
Collect Data Regarding Grooming and Oral Hygiene	•	
Collect Data Regarding Bathing/Showering	•	
Collect Data Regarding Toilet Hygiene	•	
Collect Data Regarding Personal Device Care and Use	•	
Collect Data Regarding Dressing	•	
Collect Data Regarding Feeding and Eating	•	
Collect Data Regarding Medication Routine	•	
Collect Data Regarding Health Maintenance	•	
Collect Data Regarding Socialization	•	
Collect Data Regarding Functional Mobility	•	
Collect Data Regarding Community Mobility	•	
Collect Data Regarding Sexual Expression	•	
Collect Data Regarding Emergency Response	•	
Collect Data Regarding Functional Communication	•	
WORK AND PRODUCTIVE ACTIVITIES DATA COLLECTION		
Collect Data Regarding Home Management – Clothing Care	•	
Collect Data Regarding Home Management – Cleaning	•	
Collect Data Regarding Home Management – Meal Preparation/Cleanup	•	
Collect Data Regarding Home Management – Shopping	•	
Collect Data Regarding Home Management – Money Management	•	
Collect Data Regarding Home Management – Household Maintenance	•	
Collect Data Regarding Home Management – Maintain Safe Living Environment	•	
Collect Data Regarding Care of Individuals and Things	•	
Collect Data Regarding Educational Activities	•	
Collect Data Regarding Vocational Activities – Vocational Exploration	•	

PERFORMANCE SKILL LEVELS

	OCCUPATIONAL THERAPY ASSISTANT	OCCUPATIONAL THERAPY AIDE
WORK AND PRODUCTIVE ACTIVITIES DATA COLLECTION *(Continued)*		
Collect Data Regarding Vocational Activities – Job Acquisition	•	
Collect Data Regarding Vocational Activities – Work or Job Performance	•	
Collect Data Regarding Avocational Activities – Retirement Planning	•	
Collect Data Regarding Avocational Activities –Volunteer Participation	•	
PLAY OR LEISURE ACTIVITIES DATA COLLECTION		
Collect Data Regarding Play/Leisure - Exploration	•	
Collect Data Regarding Play/Leisure - Performance	•	
SENSORIMOTOR DATA COLLECTION		
Collect Data Regarding Sensory Awareness and Processing	•	
Collect Data Regarding Perceptual Processing	•	
Collect Data Regarding Neuromusculoskeletal Responses	•	
Collect Data Regarding Motor Function/Performance	•	
COGNITIVE DATA COLLECTION		
Collect Data Regarding Cognitive Integration and Cognitive Components	•	
PSYCHOSOCIAL DATA COLLECTION		
Collect Data Regarding Psychological Status	•	
Collect Data Regarding Social Skills	•	
Collect Data Regarding Self-Management Abilities	•	
PERFORMANCE CONTEXTS DATA COLLECTION		
Collect Data Regarding Temporal Aspects	•	
Collect Data Regarding Environmental Context	•	
GENERAL OCCUPATIONAL THERAPY INTERVENTIONS		
Provide Intervention in Performing Therapeutic Exercise	•	
Provide Intervention Through Facilitation and Direction of Therapeutic Group Activities	•	
Provide Intervention in Recommendation, Application, Care and Use of Medical Equipment	•	
Provide Intervention in Selecting and Providing Adaptive Device(s)	•	
Provide Intervention in Providing and/or Adapting Orthotic and Supportive Device(s)	•	
Provide Intervention in Fabricating Orthotic Device(s)	•	
OCCUPATIONAL THERAPY INTERVENTIONS FOR ACTIVITIES OF DAILY LIVING		
Provide Intervention in Grooming and Oral Hygiene	•	
Provide Intervention in Bathing/Showering	•	
Provide Intervention in Toilet Hygiene	•	
Provide Intervention in Personal Device(s) Care and Use	•	
Provide Intervention in Dressing	•	
Provide Intervention in Feeding and Eating	•	

PERFORMANCE SKILL LEVELS

OCCUPATIONAL THERAPY INTERVENTIONS FOR ACTIVITIES OF DAILY LIVING *(Continued)*	OCCUPATIONAL THERAPY ASSISTANT	OCCUPATIONAL THERAPY AIDE
Provide Intervention in Medication Routine	•	
Provide Intervention in Health Maintenance	•	
Provide Intervention in Socialization	•	
Provide Intervention in Functional Mobility	•	
Provide Intervention in Community Mobility	•	
Provide Intervention in Sexual Expression	•	
Provide Intervention in Emergency Response	•	
Provide Intervention in Functional Communication	•	
OCCUPATIONAL THERAPY INTERVENTIONS FOR WORK AND PRODUCTIVE ACTIVITIES		
Provide Intervention in Home Management – Clothing Care	•	
Provide Intervention in Home Management – Cleaning	•	
Provide Intervention in Home Management – Meal Preparation/Cleanup	•	
Provide Intervention in Home Management – Shopping	•	
Provide Intervention in Home Management – Money Management	•	
Provide Intervention in Home Management – Household Maintenance	•	
Provide Intervention in Home Management – Maintain Safe Living Environment	•	
Provide Intervention in Care of Individuals and Things	•	
Provide Intervention in Educational Activities	•	
Provide Intervention in Vocational Activities – Vocational Exploration	•	
Provide Intervention in Vocational Activities – Job Acquisition	•	
Provide Intervention in Vocational Activities – Work or Job Performance	•	
Provide Intervention in Avocational Activities – Retirement Planning	•	
Provide Intervention in Avocational Activities – Volunteer Participation	•	
OCCUPATIONAL THERAPY INTERVENTIONS FOR PLAY OR LEISURE ACTIVITIES		
Provide Intervention in Play/Leisure – Exploration	•	
Provide Intervention in Play/Leisure – Performance	•	
OCCUPATIONAL THERAPY INTERVENTIONS FOR SENSORIMOTOR INTEGRATION		
Provide Intervention in Sensory Awareness and Processing	•	
Provide Intervention in Perceptual Processing	•	
Provide Intervention in Neuromusculoskeletal Responses	•	
Provide Intervention in Motor Function/Performance	•	
OCCUPATIONAL THERAPY INTERVENTIONS FOR COGNITIVE INTEGRATION		
Provide Intervention in Cognitive Integration and Cognitive Components	•	

PERFORMANCE SKILL LEVELS

	OCCUPATIONAL THERAPY ASSISTANT	OCCUPATIONAL THERAPY AIDE
OCCUPATIONAL THERAPY INTERVENTIONS FOR PSYCHOSOCIAL AWARENESS		
Provide Intervention in Psychological Status	•	
Provide Intervention in Social Skills	•	
Provide Intervention in Self-Management Abilities	•	
ADJUNCTIVE OCCUPATIONAL THERAPY INTERVENTION		
Apply Cryotherapy Modalities	•	
Apply Superficial Thermal Modalities	•	
Apply Compression Device	•	
Apply Continuous Passive Motion (CPM) Device	•	
Apply Hydrotherapy	•	

ENTER CLIENT DATA.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Agency forms (e.g., charge and documentation forms)
Computer work station with appropriate software
Client's record
Agency policy and procedures

WORK TO BE PERFORMED

Enter client data on agency form(s) or on agency computer.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy according to agency policy and procedures. All handwritten entries are clear and legible.

Time required to complete the skill varies depending on length of forms as well as agency policy and procedures.

PERFORMANCE ELEMENTS

1. Locate appropriate form(s) or appropriate computer program.
2. Verify client information.
3. Record data on agency form(s) or enter data in computer.
4. Sign or initial entries, as required.
5. File form(s) in appropriate location(s).

PERFORMANCE ASSESSMENT CRITERIA

Observe accuracy and efficiency of performance of entering client data.

PRODUCT

Occupational therapy documentation is recorded.

PROCESS

All performance elements for completing data entry are critical. Performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

SCHEDULE APPOINTMENT FOR CLIENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Designated client
Client information
Scheduling system (e.g., scheduling book, computer workstation with appropriate software, etc.)
Agency policy and procedures

WORK TO BE PERFORMED

Schedule occupational therapy appointment to meet needs of client and department.

PERFORMANCE CRITERIA

Skill is performed in five minutes with 100% accuracy for existing client. Scheduling of a new client may require additional time dependent on complexity of situation.

PERFORMANCE ELEMENTS

1. Verify client's name and type of treatment to be received.
2. Identify date and time that will meet needs of client.
3. Identify and avoid any scheduling conflicts.
4. Record client's appointment in appropriate area (e.g., scheduling book, computer, etc.).
5. Provide client with confirmation of appointment.

PERFORMANCE ASSESSMENT CRITERIA

Observe accuracy and efficiency of performance of scheduling appointment for client.

PRODUCT

Client appointment is accurately and efficiently scheduled to meet needs of client and occupational therapy department.

PROCESS

All performance elements for scheduling client appointments are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

CONDUCT OCCUPATIONAL THERAPY EQUIPMENT AND SUPPLY INVENTORIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Equipment and/or supplies to be inventoried
Inventory recording form
Agency policy and procedures

WORK TO BE PERFORMED

Complete inventory recording form identifying equipment and/or supplies.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy according to agency policy and procedures.

Time required to complete the skill varies with amount of equipment/supplies to be inventoried.

PERFORMANCE ELEMENTS

1. Obtain inventory document.
2. Complete elements of inventory document which may include the following:
   a. Item name and identification number
   b. Quantity of each item in stock
   c. Expiration date of each item in stock
3. Process completed inventory document according to agency procedures.

PERFORMANCE ASSESSMENT CRITERIA

Observe accuracy and efficiency of performance of inventorying equipment/supplies for occupational therapy department.

PRODUCT

Equipment and/or supply inventory is completed.

PROCESS

All performance elements completing equipment and/or supply inventory are critical and must be performed in sequence.

COMPLETE EQUIPMENT REPAIR/ MAINTENANCE REQUEST FORM.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Equipment to be repaired/maintained
Repair/Maintenance request form
Agency policy and procedures

WORK TO BE PERFORMED

Complete equipment repair/maintenance request form.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy according to agency policy and procedures.

Time required to complete the skill varies with amount and complexity of equipment to be inventoried.

PERFORMANCE ELEMENTS

1. Obtain equipment repair/maintenance request form.
2. Enter information on request form.
   a. Equipment name and number
   b. Description of request
   c. Location of equipment
   d. Date of request
   e. Status of request (e.g., urgent, ASAP, etc.)
3. Obtain appropriate initial or signature for request form.
4. Retain copy of equipment repair/maintenance request form.
5. Forward original request form to appropriate department and/or according to agency policy and procedures.

PERFORMANCE ASSESSMENT CRITERIA

Observe accuracy and efficiency of completing equipment repair/maintenance request form.

PRODUCT

Equipment repair/maintenance request form is completed.

PROCESS

All performance elements for completing equipment repair/maintenance request forms are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

FILE OCCUPATIONAL THERAPY DOCUMENTATION.

SERVICE MANAGEMENT FUNCTIONS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Occupational therapy client documentation
Client's record
Agency policy and procedures

WORK TO BE PERFORMED

Place original occupational therapy client documentation in client's medical record.

PERFORMANCE CRITERIA

Skill is performed in 5-10 minutes with 100% accuracy according to agency policy and procedures.

PERFORMANCE ELEMENTS

1. Verify completion of occupational therapy documentation for the following:
   a. Client's name
   b. Client's identification number
   c. Date of client treatment
   d. Signature of occupational therapist/occupational therapy assistant
2. Retain copy of client documentation.
3. Place original documentation in client's record.
4. Distribute copies of client documentation as directed.

PERFORMANCE ASSESSMENT CRITERIA

Observe the performance of filing occupational therapy documents.

PRODUCT

Occupational therapy documentation is filed.

PROCESS

All performance elements for filing and distributing occupational therapy documentation are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

RECORD TIME UTILIZATION AND BILLING DATA.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Agency time utilization/billing forms
Occupational therapy client documentation
Agency policy and procedures

WORK TO BE PERFORMED

Record time utilization and billing information for specific client treatment services on appropriate form(s).

PERFORMANCE CRITERIA

Skill is performed in ten minutes with 100% accuracy according to agency policy and procedures.

PERFORMANCE ELEMENTS

1. Verify specific occupational therapy services rendered and amount of time spent.
2. Verify specific client data.
   a. Client's name
   b. Client's identification number
   c. Date of client treatment
3. Record time and specific service on designated agency time utilization and billing form(s).
4. Process completed time utilization and billing form(s) according to agency procedures.

PERFORMANCE ASSESSMENT CRITERIA

Observe performance of recording time utilization and billing form(s).

PRODUCT

Occupational therapy time utilization and billing forms are completed.

PROCESS

All performance elements for entering time utilization and billing data are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PREPARE CLIENT FOR TREATMENT.

IL.01.HSS.OTC.7

SUPPLEMENTARY (NONBILLABLE)
CLIENT CARE SERVICES

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned client
- Client's record
- Treatment table/mat/chair
- Linens
- Positioning devices
- Adaptive device(s)/equipment
- Agency policy and procedures

WORK TO BE PERFORMED

Position designated client to allow access to specific body area to be treated.

PERFORMANCE CRITERIA

Skill is performed in 5-10 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Review client record or obtain instructions from occupational therapist/occupational therapy assistant for appropriate positioning techniques.
2. Identify client and escort to treatment area.
3. Prepare client for treatment as directed by occupational therapist/occupational therapy assistant.
4. Provide for client's modesty, comfort and safety.
5. Inform occupational therapist/occupational therapy assistant that client is ready for treatment.

PERFORMANCE ASSESSMENT CRITERIA

Observe performance of preparing client for treatment.

PRODUCT

Client is prepared for treatment.

PROCESS

All performance elements for preparing client for treatment are critical and must be performed in sequence.

TRANSFER CLIENT TO/FROM WHEELCHAIR.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned client
- Client's record
- Wheelchair
- Transfer belt
- Sliding board
- Bed or mat table
- Qualified personnel to assist
- Agency policy and procedures

WORK TO BE PERFORMED

Transfer client to/from wheelchair safely.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy and safety.

Time required to complete the skill varies with size of client and complexity of client's condition.

PERFORMANCE ELEMENTS

1. Review client's record or obtain instructions from occupational therapist/occupational therapy assistant for type of transfer to be utilized and precautions to be observed.
2. Identify client and explain procedure.
3. Position wheelchair to enable client to transfer toward his/her stronger side when possible.
4. Provide for client's modesty, comfort and safety.
5. Secure transfer belt around client.
6. Apply wheelchair brakes.
7. Remove or swing away wheelchair footrests, if possible.
8. Transfer client utilizing appropriate method and employing principles of proper body mechanics.
   a. Standing pivot transfer
   b. Sliding board transfer
9. Instruct and/or manually assist client to move forward in wheelchair.
10. Instruct and/or manually assist client into a standing position.
11. Instruct and/or assist client to pivot on legs and lower body to a sitting position on bed or mat table.
12. Reverse procedure for transfer from bed or mat table to wheelchair.
    a. Standing pivot transfer
    b. Sliding board transfer

13. Instruct and/or manually assist client to move forward in wheelchair.
14. Instruct and/or manually assist client to remove armrest nearest bed or mat table.
15. Instruct and/or manually assist client to position sliding board under client's thigh so it rests simultaneously on wheelchair seat and bed or mat table.
16. Instruct and/or manually assist client to perform a push-up with upper extremities to raise the body and move towards the bed or mat table. Repeat this procedure until client's hips are resting on bed or mat table.
17. Remove sliding board while assisting client to maintain a secure sitting position.
18. Reverse procedure for transfer from bed or mat table to wheelchair.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of transfers to/from wheelchair.

Test principles of proper body mechanics.

Observe performance of transferring client to/from wheelchair utilizing proper body mechanics.

PRODUCT

Client is safely transferred to/from wheelchair.

PROCESS

All performance elements for transferring client to/from wheelchair are critical and must be performed in sequence.

TRANSFER CLIENT TO/FROM STRETCHER.

SUPPLEMENTARY (NONBILLABLE) CLIENT CARE SERVICES

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Stretcher
Bed or mat table
Pillow and linens
Qualified personnel to assist
Agency policy and procedures

WORK TO BE PERFORMED

Transfer client to/from stretcher safely.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy and safety.

Time required to complete the skill varies with size of client and complexity of client's condition.

PERFORMANCE ELEMENTS

1. Review client's record and/or obtain instructions from occupational therapist/occupational therapy assistant for method of transfer to be utilized and precautions to be observed.
2. Identify client and explain procedure.
3. Secure additional qualified personnel to assist with transfer.
4. Position stretcher parallel to bed or mat table and lock wheels.
5. Adjust height of bed or mat table, if possible, so that it is level with stretcher.
6. Position all devices out of the way.
7. Position transfer sheet under client.
8. Provide for client's modesty, comfort and safety.
9. Instruct additional personnel where to stand and how to assist.
10. Grasp transfer sheet close to client and slide client onto stretcher.
11. Reposition client and drape appropriately.
12. Raise side rails and/or fasten safety straps to stretcher.
13. Reverse procedure to transfer client from stretcher to bed or mat table.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of proper body mechanics.

Observe performance of transferring client to/from stretcher.

PRODUCT

Client is safely transferred to/from stretcher.

PROCESS

All performance elements for transferring client to/from stretcher are critical and must be performed in sequence.

TRANSFER CLIENT USING HYDRAULIC LIFT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Hydraulic lift equipment with manufacturer's specifications
Appropriate chair
Qualified personnel
Agency policy and procedures

WORK TO BE PERFORMED

Transfer client to/from bed and/or chair using hydraulic lift.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy and safety.

Time required to complete the skill varies with size of client and complexity of client's condition.

PERFORMANCE ELEMENTS

1. Review client's record and/or obtain instructions from occupational therapist/occupational therapy assistant for method of transfer to be utilized and precautions to be observed.
2. Identify client and explain procedure.
3. Secure additional qualified personnel to assist with transfer, if needed.
4. Adjust head of bed to flat position.
5. Position sling under client between shoulders and legs.
6. Provide for client's modesty, comfort and safety.
7. Position lift over bed.
8. Hook straps to sling and bar on lift.
9. Engage lift.
10. Unhook straps from lifting bar.
11. Remove sling from under client or sling can be left in place for return transfer.
12. Reposition client and drape appropriately.
13. Reverse procedure to transfer client from chair to bed using hydraulic lift.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of transferring client utilizing hydraulic lift.

Test principles of proper body mechanics.

Observe performance of transferring client using hydraulic lift.

PRODUCT

Client is safely transferred to/from bed and/or chair using hydraulic lift.

PROCESS

All steps for transferring client using hydraulic lift are critical and must be performed in sequence.

TRANSPORT CLIENT BY WHEELCHAIR/STRETCHER.

SUPPLEMENTARY (NONBILLABLE) CLIENT CARE SERVICES

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Wheelchair or stretcher
Linens
Agency policy and procedures

WORK TO BE PERFORMED

Transport client by wheelchair or stretcher.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy and safety.

Time required to complete the skill varies with client's condition and distance client is transported.

PERFORMANCE ELEMENTS

1. Review client record and/or obtain instructions from occupational therapist/occupational therapy assistant for precautions to be observed.
2. Identify client and explain procedure.
3. Confirm that client's position is appropriate for modesty, comfort and safety.
4. Transport client via wheelchair or stretcher.
   a. Confirm that client is positioned securely in seat or on stretcher.
   b. Apply lap seat belt or safety strap.
   c. Position client's legs securely on footrests or arms and legs within raised side rails of stretcher.
5. Push wheelchair or stretcher from behind using a steady pace and with avoidance of jerky movements utilizing appropriate method and employing principles of proper body mechanics.
6. Turn wheelchair so that client is entering backwards when transporting a client in an elevator. Maintain control of wheelchair or stretcher at all times.
7. Wheel locks on both stretcher or wheelchair should be locked at all times when equipment is not in motion.

PERFORMANCE ASSESSMENT CRITERIA

Observe performance of transporting client by wheelchair or stretcher.

PRODUCT

Client is safely transported by wheelchair or stretcher.

PROCESS

All performance elements for transporting client by wheelchair/stretcher are critical and must be performed in sequence.

ASSIST CLIENT IN TOILETING/TOILET HYGIENE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned client
- Client's record
- Soap and water
- Disposable paper towels
- Gloves
- Signal device
- Toilet tissue
- Commode
- Transfer belt
- Agency policy and procedures

WORK TO BE PERFORMED

Assist client with transferring safely to/from commode and provide assistance, as needed, with client's toilet hygiene.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition.

PERFORMANCE ELEMENTS

1. Identify client's needs with regard to toileting.
2. Wash hands and don gloves.
3. Provide for client's modesty, comfort and safety.
4. Assist client with transfer to commode using proper body mechanics.
5. Assist client with arranging clothing to prevent soiling.
6. Monitor client while on commode and assist as needed.
7. Assist client in cleaning, as needed.
8. Assist client in pulling up and readjusting clothing.
9. Assist client, as needed, in transferring from commode using proper body mechanics.
10. Remove and dispose of gloves.
11. Assist client with washing hands.
12. Wash hands.

PERFORMANCE ASSESSMENT CRITERIA

Observe performance of assisting client with toileting/toilet hygiene employing principles of proper body mechanics.

PRODUCT

Client is assisted with toileting/toilet hygiene.

PROCESS

All performance elements for assisting client with toileting/toilet hygiene are critical and must be performed in sequence.

APPLY SUPPORT/COMPRESSIVE GARMENT.

SUPPLEMENTARY (NONBILLABLE) CLIENT CARE SERVICES

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Treatment table/bed/mat/chair
Compressive garment
Agency policy and procedures

WORK TO BE PERFORMED

Assist client with application of support/compressive garment to cover body area snugly and smoothly.

PERFORMANCE CRITERIA

Skill is performed in 10-15 minutes per extremity with 100% accuracy.

PERFORMANCE ELEMENTS

1. Review client record or obtain instructions from occupational therapist/occupational therapy assistant for procedure and precautions.
2. Identify client and explain procedure.
3. Assist client in assuming a stable and comfortable position.
4. Turn garment inside out for half of stocking length.
5. Slip garment onto body area starting distally.
6. Pull inverted portion of garment over remaining proximal portion of body area, smoothing out wrinkles and folds.
7. Question client regarding comfort.
8. Request that occupational therapist/occupational therapy assistant assess proper fit and application of support/compressive garment.

PERFORMANCE ASSESSMENT CRITERIA

Observe performance of assisting client with application of support/compressive garment.

PRODUCT

Client is assisted with application of support/compressive garment.

PROCESS

All performance elements for assisting client with application of support/compressive garment are critical and must be performed in sequence.

SUPERVISE OCCUPATIONAL THERAPY AIDES.

IL.01.HSS.OTC.14

SUPERVISION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Occupational therapy aide
Documentation of aide's level of training/experience
Agency policy and procedures

WORK TO BE PERFORMED

Supervise occupational therapy aide in performance of delegated tasks in compliance with agency policy and procedures.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy according to agency policy and procedures.

Time required to complete the skill varies with complexity of the tasks and level of training/experience of aide.

PERFORMANCE ELEMENTS

Note: Supplementary tasks are nontreatment tasks.

1. Select supplementary tasks to be delegated to aide in compliance with agency policy and procedures.
2. Communicate tasks to aide.
3. Supervise aide in performance of tasks.
4. Verify that tasks were completed accurately and according to agency policy and procedures.
5. Give feedback to aide regarding quality of his/her performance.

PERFORMANCE ASSESSMENT CRITERIA

Test knowledge of principles of delegation and supervision of occupational therapy aides.

Observe the performance of supervising occupational therapy aides.

PRODUCT

Appropriate task is delegated to aide who completes task under supervision.

PROCESS

Performance elements 1-5 are critical for supervising aide in performance of delegated task, and performance elements 1-4 must be performed in sequence.

SUPERVISE OCCUPATIONAL THERAPY ASSISTANT STUDENTS.

IL.01.HSS.OTC.15

SUPERVISION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Documentation of client treatment, if task involves client care
Assigned client, if task involves client care
Occupational Therapy assistant student
Documentation of student's level of training/experience
Academic program standards
Agency field work objectives
Agency policy and procedures

WORK TO BE PERFORMED

Supervise occupational therapy assistant student in performance of delegated tasks in compliance with academic program standards.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy according to agency policy and procedures.

Time required to complete the skill varies with complexity of tasks and level of training/experience of student.

PERFORMANCE ELEMENTS

1. Select tasks to be delegated to student.
2. Communicate tasks to student.
3. Supervise student in performance of tasks.
4. Verify that tasks were completed accurately and according to agency and academic program standards.
5. Give feedback to student regarding quality of his/her performance.
6. Complete appropriate fieldwork documentation.
7. Communicate with academic programs.

PERFORMANCE ASSESSMENT CRITERIA

Test knowledge of principles of delegation and supervision of students.

Observe performance of supervising occupational therapy assistant students.

PRODUCT

Appropriate task is delegated to student who completes task under supervision.

PROCESS

Performance elements 1-5 are critical for supervising student in performance of delegated task, and performance elements 1-4 must be performed in sequence.

SUPERVISE VOLUNTEERS.

IL.01.HSS.OTC.16

SUPERVISION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Volunteer
Documentation of volunteer's level of training/experience
Agency policy and procedures

WORK TO BE PERFORMED

Supervise volunteer in performance of delegated tasks in compliance with agency policy and procedures.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy according to agency policy and procedures.

Time required to complete the skill varies with complexity of tasks and level of training/experience of volunteer.

PERFORMANCE ELEMENTS

1. Select tasks to be delegated to volunteer.
2. Communicate tasks to volunteer.
3. Supervise volunteer in performance of tasks.
4. Verify that tasks were completed accurately and according to agency policy and procedures.
5. Give feedback to volunteer regarding quality of his/her performance.

PERFORMANCE ASSESSMENT CRITERIA

Test knowledge of principles of delegation and supervision of volunteers.

Observe performance of supervising volunteers.

PRODUCT

Appropriate task is delegated to volunteer who completes task under supervision.

PROCESS

Performance elements 1-5 are critical for supervising volunteer in performance of delegated task, and performance elements 1-4 must be performed in sequence.

RECEIVE CLIENT, FAMILY MEMBER AND/OR VISITOR.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Client, family member and/or visitor
Department schedule
Agency policy and procedures

WORK TO BE PERFORMED

Acknowledge and identify client, family member and/or visitor, and notify appropriate staff in timely and professional manner.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy in a professional manner.

Time required to complete the skill is five minutes.

PERFORMANCE ELEMENTS

1. Acknowledge client, family member and/or visitor in a pleasant and professional manner.
2. Introduce self to client, family member and/or visitor utilizing name and title.
3. Identify client, family member and/or visitor by name.
4. Verify client, family member and/or visitor's appointment.
5. Direct client, family member and/or visitor to waiting area.
6. Notify staff of client, family member and/or visitor's presence.
7. Inform client, family member and/or visitor of approximate wait time.

PERFORMANCE ASSESSMENT CRITERIA

Observe performance of acknowledging client, family member and/or visitor.

PRODUCT

Client, family member and/or visitor is acknowledged and identified and appropriate staff is notified..

PROCESS

All performance elements for receiving clients and visitors are critical.
Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

IDENTIFY AND VERIFY PERTINENT INFORMATION FROM CLIENT'S RECORD.

IL.01.HSS.OTC.18

COMMUNICATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Client's record
Agency policy and procedures

WORK TO BE PERFORMED

Identify and verify pertinent information from client's record.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill is five minutes.

PERFORMANCE ELEMENTS

1. Locate client's record.
2. Verify in chart presence of physician's order for occupational therapy services.
3. Identify pertinent insurance and/or reimbursement information.
4. Review occupational therapist's evaluation for subjective and objective information.
5. Review information relevant to treatment of client.
6. Review occupational therapy treatment goals.
7. Identify contraindications and/or precautions for treatment.
8. Review occupational therapy treatment plan. Contact therapist for clarification if needed.
9. Return client's record to designated location.

PERFORMANCE ASSESSMENT CRITERIA

Test ability to identify relevant information included in typical client record.

Test principles of communication.

Observe performance of obtaining pertinent information from client record.

PRODUCT

Accurate and relevant information is identified and verified in client's record.

PROCESS

All performance elements for identifying and verifying pertinent information from client's record are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

IDENTIFY, RECORD AND COMMUNICATE PERTINENT INFORMATION FROM OCCUPATIONAL THERAPY AND/OR CLIENT'S RECORD.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Client's record
Agency policy and procedures

WORK TO BE PERFORMED

Identify and record pertinent information from client's record and communicate information to occupational therapist.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client record and quantity of information to be reviewed.

PERFORMANCE ELEMENTS

1. Locate and obtain client's record.
2. Review client's record.
   a. Verify physician's order for occupational therapy services.
   b. Identify physician's diagnosis of client's condition.
   c. Review client's prior medical history for contraindications or precautions to occupational therapy intervention.
   d. Identify diagnostic tests relevant to occupational therapy intervention.
   e. Identify any changes in diagnosis, client's status or physician's orders since last occupational therapy documentation.
3. Record, if pertinent, and communicate information obtained from client's medical record to occupational therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test accuracy, relevance and communication of information obtained from client's record.

Observe performance of reviewing client's record, obtaining relevant information and communication of that information to the occupational therapist.

PRODUCT

Pertinent information is identified and recorded from occupational therapy and/or client's record and communicated to occupational therapist.

PROCESS

All performance elements for identifying, recording and communicating pertinent information from occupational therapy and/or client's record are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COMMUNICATE AND COLLABORATE WITHIN PROVIDER TEAM.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Client's record
Provider team members
Computer work station with appropriate software
Appropriate documentation
Agency policy and procedures

WORK TO BE PERFORMED

Communicate and collaborate in cooperative manner to achieve goals of provider team within scope of occupational therapy practice.

PERFORMANCE CRITERIA

Communication with provider team is effective and purposeful 100% of the time.

Appropriate professional demeanor is demonstrated in collaboration with coworkers, clients/family members and supervisors.

Time required to complete the skill varies dependent on material to be communicated.

PERFORMANCE ELEMENTS

1. Identify members of provider team and their respective roles.
2. Clarify any instructions that are not understood.
3. Request assistance and/or supervision as needed.
4. Report, record and/or discuss information about client's condition/progress in a timely fashion.
5. Report, record and/or discuss any portion of client care not accomplished.
6. Request help and/or assist in meeting specific client care needs.
7. Maintain confidentiality in all aspects of communication and collaboration.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of communication and collaboration within provider team.

PRODUCT

Effective, purposeful and confidential communication and collaboration within provider team is demonstrated.

PROCESS

All performance elements for communication and collaboration within provider team are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLABORATE, INTERPRET, CLARIFY AND IMPLEMENT OCCUPATIONAL THERAPY PLAN OF CARE.

IL.01.HSS.OTC.21

COMMUNICATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Client's record
Agency policy and procedures

WORK TO BE PERFORMED

Review and interpret occupational therapy plan of care for an individual client. Obtain clarification, as needed, prior to implementation of care plan.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of care plan.

PERFORMANCE ELEMENTS

1. Review client's record for pertinent information.
2. Identify any contraindications and/or precautions for care plan.
3. Request assistance and/or consult with occupational therapist if clarification of care plan is needed.
4. Implement care plan and monitor client's response(s).

PERFORMANCE ASSESSMENT CRITERIA

Test principles of identifying, clarifying and implementing the occupational therapy plan of care.

Observe performance of implementation of the occupational therapist's plan of care.

PRODUCT

Occupational therapy plan of care is identified and interpreted prior to implementation.

PROCESS

All performance elements for interpreting occupational therapy plan of care are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different the sequence may be used.

SECURE PERTINENT INFORMATION FROM CLIENT AND/OR FAMILY/CAREGIVER.

IL.01.HSS.OTC.22

COMMUNICATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Designated client
Client's record
Agency form
Private meeting space
Agency policy and procedures

WORK TO BE PERFORMED

Obtain from client and document information related to prior medical history, present condition and previous occupational therapy. Observe client's nonverbal communication.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies according to complexity of client's condition.

PERFORMANCE ELEMENTS

1. Obtain client's record and/or appropriate form for recording information.
2. Verify client's identification.
2. Question client regarding prior medical history, present condition and previous occupational therapy.
4. Note all nonverbal communication from client including
   a. tone of voice,
   b. facial expression and
   c. body language.
5. Record all relevant observations and/or information.
6. Identify possible contraindications to occupational therapy treatment.
7. Report to occupational therapist any unusual responses or behaviors from client.
8. Record all information in designated location.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of communication for obtaining information from an occupational therapy client.

Observe performance of obtaining pertinent information from client seeking occupational therapy services.

PRODUCT

Pertinent information relative to client's medical history, present condition, previous occupational therapy and nonverbal communication is collected and reported.

PROCESS

All performance elements for securing pertinent information from client and/or family/caregiver are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

INSTRUCT CLIENT AND/OR FAMILY/CAREGIVER IN OCCUPATIONAL THERAPY INTERVENTION.

IL.01.HSS.OTC.23

COMMUNICATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Designated client and/or family caregiver
Client's record
Appropriate occupational therapy equipment/materials
Agency policy and procedures

WORK TO BE PERFORMED

Following agency protocol, instruct occupational therapy client and/or family/caregiver in occupational therapy procedure.

PERFORMANCE CRITERIA

Instruction in occupational therapy procedure is performed in a clear and concise manner with continual verification of client's and/or family/caregiver's comprehension of information.

PERFORMANCE ELEMENTS

1. Review client's records.
2. Greet client and/or family/caregiver and verify identification.
3. Explain occupational therapy intervention including the following:
   a. Purpose
   b. Indications/contraindications
   c. Precautions
   d. Goals
   e. Projected time frame for intervention
4. Communicate instructions to client and/or family/caregiver.
   a. Explain to client and/or family/caregiver what performance expectations are associated with intervention.
   b. Demonstrate all steps involved in intervention.
   c. Explain the importance of reporting any adverse reactions.
   d. Answer any questions from client and/or family/caregiver pertaining to intervention.
5. Verify that client and/or family/caregiver understand instructions.
   a. Require client and/or family/caregiver to repeat instructions.
   b. Require client and/or family/caregiver to demonstrate intervention.
   c. Correct any misconceptions regarding instructions.
6. Provide written copy of instructions, if appropriate.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of occupational therapy procedures to be taught.

Test principles of teaching and learning.

Observe performance of providing occupational therapy instructions to client and/or family/caregiver.

PRODUCT

Occupational therapy instructions are delivered and client and/or family/caregiver's comprehension is verified.

PROCESS

All performance elements for instructing client and/or family/caregiver in occupational therapy intervention are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COMPOSE OCCUPATIONAL THERAPY REPORTS.

IL.01.HSS.OTC.24

COMMUNICATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Client's record
Appropriate forms, flow charts, etc.
Agency policy and procedures

WORK TO BE PERFORMED

Compose occupational therapy reports following agency guidelines for documentation.

PERFORMANCE CRITERIA

Occupational therapy reports are concise, thorough and legible and completed with 100% accuracy.

Report is signed and dated by preparer.

Time required to complete the skill varies dependent on complexity of report.

PERFORMANCE ELEMENTS

1. Locate client's record.
2. Identify the type of report to be documented (e.g., progress note, discharge summary, etc.).
3. Record appropriately depending on type of report.
   a. Progress note (subjective and objective data, assessment and treatment plan)
   b. Discharge summary (subjective data, duration and frequency of treatment, interventions, goal achievement status, functional progress, reason for continuation or discharge from therapy).
4. Sign and date documentation.
5. Submit documentation to occupational therapist for review and signature if required by agency policy and procedures.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of occupational therapy documentation and communication.

Evaluate report.

Observe performance of writing occupational therapy reports.

PRODUCT

Occupational therapy report is completed.

PROCESS

All performance elements for composing occupational therapy reports are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PARTICIPATE IN MULTIDISCIPLINARY MEETINGS.

IL.01.HSS.OTC.25

COMMUNICATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Client's record
Meeting agenda
Agency policy and procedures

WORK TO BE PERFORMED

Contribute pertinent client information, as member of provider team, to discussion of client who is receiving occupational therapy. Report relevant information from the meeting to occupational therapist.

PERFORMANCE CRITERIA

Pertinent information relevant to client is gathered and presented at the meeting, and relevant information from meeting is reported to occupational therapist in a timely and professional manner.

PERFORMANCE ELEMENTS

1. Verify date, time and location of meeting.
2. Consult occupational therapist regarding pertinent information to be discussed at multidisciplinary meeting, if appropriate.
3. Bring relevant materials to meeting.
4. Contribute to discussion of client.
5. Communicate pertinent information regarding client to occupational therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of communication.

Observe performance of participation in a multidisciplinary team meeting.

PRODUCT

Pertinent occupational therapy information relative to client is obtained and provided to participants in multidisciplinary team meeting. Relevant information from meeting is communicated to the occupational therapist.

PROCESS

All performance elements for participating in multidisciplinary team meetings are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

REPORT CLIENT STATUS AND RESPONSE TO OCCUPATIONAL THERAPY TREATMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Specific client data
Telephone/appropriate communication means
Agency policy and procedures

WORK TO BE PERFORMED

Report changes in client's condition and/or response to intervention to occupational therapist/occupational therapy assistant and/or other team members.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of the information; however, changes are reported in a timely manner.

PERFORMANCE ELEMENTS

1. Identify pertinent information to be reported to occupational therapist/occupational therapy assistant
   a. Client's comments
   b. Client's response to intervention
   c. Any change in client's condition
2. Report relevant information about client to occupational therapist/occupational therapy assistant and/or other team members via telephone or in person.
3. Comply with occupational therapist/occupational therapy assistant instructions regarding client.

PERFORMANCE ASSESSMENT CRITERIA

Observe performance of reporting client status.

Test principles of communication.

PRODUCT

Occupational therapist/occupational therapy assistant and/or other team members are notified of client's change in status or reaction to intervention.

PROCESS

All performance elements for reporting client status and response to occupational therapy treatment are critical and must be performed in sequence.

WASH HANDS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Hand soap/cleansing agent
Sink with running water
Disposable towels
Wastebasket
Agency policy and procedures

WORK TO BE PERFORMED

Wash hands in aseptic manner.

PERFORMANCE CRITERIA

Skill is completed with 100% accuracy.

Time required to complete the skill is 2-4 minutes.

PERFORMANCE ELEMENTS

1. Face sink without allowing clothing or hands to contact sink or counter.
2. Expose hands to above the wrists. Remove watch and jewelry.
3. Turn water on and adjust temperature to warm.
4. Wet hands and wrists with fingers directed downward throughout procedure.
5. Apply soap or cleansing agent to hands.
6. Wash hands using friction for at least 30 seconds.
   a. Wash palms and dorsum of each hand at least ten seconds.
   b. Interlace fingers and wash between each finger for at least ten seconds.
   c. Rub fingernails against opposite palm to clean under nails.
   d. Wash wrists and lower 2-3 inches of forearms for at least 10 seconds.
7. Rinse hands from wrists to fingers with fingers directed downward.
7. Dry hands and forearms thoroughly with disposable towel. Dispose of used towel in wastebasket without touching wastebasket.
9. Use dry disposable towel to turn off faucet. Dispose of towel in wastebasket.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of hand washing and asepsis.

Observe performance of washing hands.

PRODUCT

Hands, wrists, forearms and fingernails are cleaned in aseptic manner.

PROCESS

All performance elements for washing hands are critical and must be performed in sequence.

USE STANDARD/TRANSMISSION (UNIVERSAL) PRECAUTIONS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Personal Protective Equipment (PPE)
Sink with running water
Cleansing agent
Disposable towels
Linens
Waste container
Sharps container
Agency policy and procedures

WORK TO BE PERFORMED

Use Standard/Transmission (Universal) precautions in all contact with clients and possible contaminated items.

PERFORMANCE CRITERIA

Guidelines observing Standard/Transmission (Universal) precautions are followed to provide protection of the caregiver, client and any other personnel.

PERFORMANCE ELEMENTS

1. Wash hands prior to contact with client, immediately after removing gloves and/or after each client contact.
2. Wear mask and protective eyewear if there is a possibility of splashing of blood or body fluids.
3. Wear gown to protect clothing if soiling with blood or body fluids may occur.
4. Wear gloves when touching blood or body fluids, items that may be contaminated with blood or body fluids or nonintact skin.
5. Follow agency policies and procedures for handling and disposition of reusable, disposable and sharp items.
6. Follow agency policy and procedures for decontaminating work surfaces and equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of Standard/Transmission (Universal) precautions.

Observe performance of using Standard/Transmission (Universal) precautions.

PRODUCT

Standard/Transmission (Universal) precautions are followed in all contact with client and/or potentially contaminated items.

PROCESS

All performance elements for using Standard/Transmission (Universal) precautions are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used

USE PROPER BODY MECHANICS.

IL.01.HSS.OTC.29

SUPPORT SERVICES

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Object/Client to be moved
Mechanical and/or human assistance
Agency policy and procedures

WORK TO BE PERFORMED

Use proper body mechanics to minimize stress on the back and extremities when performing tasks of lifting, reaching, moving and/or carrying objects/clients.

PERFORMANCE CRITERIA

Proper body mechanics are used 100% of the time.

A time element is not applicable to this skill.

PERFORMANCE ELEMENTS

1. Plan mentally and physically for the task.
   a. Assess size, shape, weight and position of object/client.
   b. Determine best method to utilize to move object/client.
   c. Clear area.
   d. Obtain assistance (mechanical and/or human) with objects/client weighing more than 30 pounds.
2. Utilize proper technique to lift.
   a. Squat to lift object/client positioned lower than hips.
   b. Increase base of support with feet.
   c. Move close to object/client to be lifted.
   d. Maintain proper spinal alignment during lift.
   e. Lift object/client slowly and smoothly; do not use jerky movements.
   f. Move feet to turn; do not twist back.
3. Push or pull properly.
   a. Crouch or stoop to face object/client directly.
   b. Use arms and/or legs to push or pull; whenever possible, push rather than pull objects/client with arms partially bent.
   c. Push or pull with force parallel to the floor or in a straight line.
4. Reach properly.
   a. To reach objects over the head, stand on stool or ladder; do not twist body when reaching.
   b. Move object close to body before raising or lowering it.
   c. Hold object close to body while stepping up or down the stool or ladder.

5. Carry properly.
   a. Hold object/client close to body (preferably at waist level).
   b. Alternate arms when carrying objects with one hand.
   c. Balance load when possible.
6. Reduce stress on back.
   a. Change positions frequently; avoid prolonged sitting or standing in one position.
   b. Place one foot on slightly elevated surface or stool when standing for long times.
   c. Avoid bending at waist.
   d. Wear low-heeled, tied shoes.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of proper body mechanics.

Observe the performance of using proper body mechanics.

PRODUCT

Correct body mechanics are demonstrated at all times.

PROCESS

All performance elements for using proper body mechanics are critical. Performance element 1 must be completed first. The sequence for performing elements 2-6 varies with object to be moved.

CLEAN/MAINTAIN EQUIPMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Equipment to be cleaned
Personal Protective Equipment (PPE)
Cleaners/disinfectant solutions
Cloths/sponges/ brushes
Manufacturers' cleaning instructions
Appropriate forms
Material Safety Data Sheets (MSDS)
Agency policy and procedures
Occupational Safety & Health Administration (OSHA) standards/regulations

WORK TO BE PERFORMED

Clean and disinfect equipment following manufacturers' instructions and agency protocols.

PERFORMANCE CRITERIA

Equipment is visibly cleaned and disinfected according to manufacturers' and agency policy and procedures.

PERFORMANCE ELEMENTS

1. Identify equipment to be cleaned.
2. Don PPE as needed.
3. Prepare cleaning and/or disinfecting solutions according to manufacturers' or agency policy and procedures.
4. Turn off and unplug electrical equipment.
5. Clean equipment.
6. Remove PPE and wash hands.
7. Return equipment to storage area after cleaning.
8. Document cleaning activity according to agency policy and procedures.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of medical asepsis.

Observe performance of cleaning equipment.

Insure that OSHA standards/regulations are followed.

PRODUCT

Equipment is cleaned and disinfected.

PROCESS

All performance elements for cleaning/maintaining equipment are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

INVENTORY/STOCK EQUIPMENT AND SUPPLIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Supplies and/or equipment to be stocked/inventoried
Storage area
Inventory form or appropriate computer program
Manufacturers' guidelines
Agency policy and procedures

WORK TO BE PERFORMED

Organize, inventory and/or stock equipment and supplies according to manufacturer's guidelines and agency policy and procedures.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount of supplies and/or equipment to be stocked.

PERFORMANCE ELEMENTS

1. Locate storage area to be used for each item.
2. Inspect all packages for integrity and check expiration dates.
3. Move older supplies forward and place new stock in designated location.
4. File inventory form according to agency policy and procedures.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of stocking/inventorying equipment.

Observe performance of stocking/inventorying equipment and supplies.

PRODUCT

Supplies and equipment are organized, inventoried and stocked.

PROCESS

All performance elements for inventorying/stocking equipment and supplies are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PREPARE OCCUPATIONAL THERAPY AREA FOR TREATMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Treatment table/mat/chair
  Linens/towels
  Occupational therapy plan of treatment
  Occupational therapy equipment/supplies
  Agency policy and procedures

WORK TO BE PERFORMED

Prepare treatment area with linens/towels and equipment/supplies utilizing aseptic principles.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies from 5-15 minutes dependent on amount of equipment and/or supplies needed for treatment.

PERFORMANCE ELEMENTS

1. Drape treatment table/mat with clean linen utilizing aseptic principles.
2. Consult occupational therapy treatment plan and obtain supplies and equipment needed.
3. Arrange equipment and supplies appropriately in treatment area.
4. Notify occupational therapist/occupational therapy assistant that treatment area is ready.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of preparation of occupational therapy treatment areas.

Observe performance of preparing occupational therapy areas for treatment.

PRODUCT

Treatment area is safely prepared for each occupational therapy client treatment.

PROCESS

All performance elements for preparing occupational therapy area for treatment are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

ASSIST WITH APPLICATION OF SUPERFICIAL THERMAL AGENTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Cold pack
Hot pack
Hot and cold pack covers
Towels
Tongs
Water
Agency policy and procedures

WORK TO BE PERFORMED

Assist occupational therapist/occupational therapy assistant in superficial thermal agent intervention by preparing and removing cold pack and/or hot pack as directed.

PERFORMANCE CRITERIA

Skill is performed in 5 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Prepare cold pack.
   a. Dampen towel with warm water.
   b. Place damp towel on clean, flat surface.
   c. Remove cold pack from unit and place on towel.
   d. Wrap cold pack so that entire pack is covered securely.
   e. Deliver cold pack and one to two additional dry towels to treatment area for application to client by occupational therapist/occupational therapy assistant.
2. Prepare hot pack.
   a. Lay dry hot pack cover or dry towel on clean, flat surface.
   b. Remove hot pack from hydrocollator using tongs.
   c. Allow excess water to drip back into tank.
   d. Place hot pack in center of cover or dry towel and fold to cover entire pack.
   e. Apply additional layers of dry towels to equal 8-10 layers (or as instructed by occupational therapist/occupational therapy assistant).
   f. Deliver hot pack to treatment area for application to client by occupational therapist/occupational therapy assistant.
3. Monitor client during treatment and notify occupational therapist/occupational therapy assistant of any adverse reactions.

4. Remove pack and toweling when timer sounds or as instructed by occupational therapist/occupational therapy assistant.
5. Inform occupational therapist/occupational therapy assistant of termination of treatment.
6. Return pack to hydrocollator or cold pack unit.
7. Place hot pack covers in designated place to dry; place towels in laundry hamper.

PERFORMANCE ASSESSMENT CRITERIA

Test principles and preparation of superficial thermal agents.

Observe performance of assisting with superficial thermal agent intervention.

PRODUCT

Superficial thermal agents (hot and cold packs) are prepared and removed as directed.

PROCESS

All performance elements for assisting with application of superficial thermal agents are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

CLEAN AREA AFTER OCCUPATIONAL THERAPY INTERVENTION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Treatment area
Materials for cleaning/disinfecting equipment
Agency policy and procedures

WORK TO BE PERFORMED

Clean treatment area following an occupational therapy intervention.

PERFORMANCE CRITERIA

Skill is performed in 10-15 minutes with 100% accuracy.

PERFORMANCE ELEMENTS

1. Assist client to leave treatment area as directed by occupational therapist/occupational therapy assistant.
2. Return reusable items to storage area following safety precautions and agency policy and procedures.
3. Dispose of single use items using safe technique and agency policy and procedures.
4. Disassemble equipment as needed.
5. Clean and/or disinfect equipment according to agency policy and procedures.
6. Return cleaned equipment to storage area.
7. Restock supplies and linens in treatment area according to agency policy and procedures or as directed by occupational therapist/occupational therapy assistant.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of cleaning and disposing of used equipment and supplies.

Observe performance of cleaning treatment area following occupational therapy intervention.

PRODUCT

Treatment area is cleaned and restocked following occupational therapy intervention.

PROCESS

All performance elements for cleaning area after occupational therapy intervention are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

MEASURE VITAL SIGNS.

GENERAL DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Designated client
Client's record
Watch with second hand
Stethoscope
Sphygmomanometer
Alcohol wipes
Soap and water
Disposable towels
Agency policy and procedures

WORK TO BE PERFORMED

Measure, record and communicate information pertaining to client's vital signs as directed by occupational therapist.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy according to agency policy and procedures.

Time required to measure and record vital signs is 5-10 minutes.

PERFORMANCE ELEMENTS

1. Assemble equipment and supplies.
2. Identify client and introduce self.
3. Assist client in assuming a comfortable position.
4. Explain procedure to client.
5. Locate client's radial pulse.
6. Count radial pulse for 30 seconds and multiply by 2.
   a. Note any variations in rhythm.
   b. Count pulse for one minute, if irregular.
7. Count respirations for 30 seconds and multiply by 2; observe depth and regularity of client's respirations.
8. Record client's pulse and respiration rates and document any variations.
9. Position and supinate client's arm on table or bed, level with client's heart.
10. Expose client's arm to five inches above the elbow.
11. Clean earpieces and bell of stethoscope with alcohol wipes.
12. Apply sphygmomanometer cuff 1-1/2 inches above client's elbow.
    a. Center rubber bladder directly over client's brachial artery.
    b. Secure cuff snugly. (Check tightness by slipping two fingers between cuff and client's arm.)
13. Place stethoscope earpieces in ears. Locate client's brachial artery with fingers and place bell of stethoscope over artery.

14. Close valve and inflate cuff quickly until gauge registers 180-200mm/Hg.
15. Slowly open valve and allow air to escape slowly (1-3mm per second) until the first heart sound is heard. Note reading on gauge as systolic pressure.
16. Continue to release air pressure slowly until there is an abrupt change in sound. Note reading on gauge as diastolic pressure.
17. Rapidly deflate cuff and remove from client's arm.
18. Expel all air from cuff. Clean earpieces and bell of stethoscope.
19. Record client's blood pressure.
20. Return all equipment to appropriate storage area.
21. Communicate client's vital signs to occupational therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test knowledge of characteristics and significance of normal and abnormal vital signs.

Observe performance of measuring client's vital signs.

PRODUCT

Pulse rate, respiration rate and blood pressure are measured, recorded and communicated.

PROCESS

All performance elements for measuring vital signs are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used. Performance elements 5-17 must be performed in sequence.

SCREEN CLIENT FOR NEED OF OCCUPATIONAL THERAPY EXAMINATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned client
- Client's record
- Screening tool
- Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data with established screening/assessment tool that assists occupational therapist in determining need for further client examination, and communicate results to occupational therapist.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of screening/assessment tool and client's condition.

PERFORMANCE ELEMENTS

1. Select appropriate screening/assessment tool.
2. Verify client's name and other relevant information.
3. Obtain client's record.
4. Review client's record for indications for occupational therapy examination and record information on screening/assessment tool.
5. Interview client, client's family, significant others and/or caregivers for indications for occupational therapy examination; and record information on screening tool.
6. Conduct screening/assessment using established tool.
7. Communicate screening/assessment data to occupational therapist for interpretation and for use in occupational therapy evaluation.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of screening/assessment of client and significance of data collection.

Observe performance of screening/assessing a client to determine need for an occupational therapy examination.

PRODUCT

Client screening/assessment is completed, and data gathered is communicated to occupational therapist for interpretation.

PROCESS

All performance elements for screening client for need of occupational therapy examination are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PERFORM ACTIVITY ANALYSIS.

IL.01.HSS.OTC.37

GENERAL DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Data from client screening/assessment
Specific occupational therapy activity
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data with established screening/assessment tool that assists occupational therapist in selecting appropriate and meaningful activity for client. Obtain and analyze client's activity configuration (e.g., client's educational background, work and vocational history, leisure interests, etc.) to aid in determining purposeful activity for intervention for occupational performance dysfunction and/or health maintenance.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition and activity to be analyzed.

PERFORMANCE ELEMENTS

1. Verify client's name and other relevant information.
2. Obtain client's record.
3. Review client's record for indications for occupational therapy and record information.
4. Conduct screening/assessment using established tool.
5. Interview client, client's family, significant others and/or caregivers for indications for occupational therapy activity; record information.
6. Communicate interview and screening/assessment data to occupational therapist for interpretation and for use in selection of appropriate occupational therapy activity.
7. Assist occupational therapist to select activity for therapeutic purpose given the following parameters:
   a. Goal-directed
   b. Significant to client (e.g., related to client's interests)
   c. Designed to prevent or reverse dysfunction
   d. Require client's mental or physical participation
   e. Ability to develop skill(s) to enhance performance in life role
   f. Able to be adaptable and gradable
8. Analyze given activity in context in which it is to be performed. Steps of activity should be identified and broken down into steps for client's performance.

PERFORMANCE ASSESSMENT CRITERIA

Observe performance of analyzing given activity (adapting and grading said activity) in context in which it is to be performed to aid in intervention for physical dysfunction and/or health maintenance.

Test principles of analyzing client's activity configuration (e.g., client's educational background, work and vocational history, leisure interests, etc.) to aid in determining purposeful activity for intervention for physical dysfunction and/or health maintenance.

PRODUCT

Therapeutic activity is selected and analyzed to provide client with intervention for physical dysfunction and/or health maintenance.

PROCESS

All performance elements in performing activity analysis are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING GROOMING AND ORAL HYGIENE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Grooming aids [comb/brush, hair styling products, hair removal products (razors, tweezers, etc.), products for nail care, products for cleaning of the mouth/teeth (toothbrush/toothpaste, floss, etc.), cosmetics, deodorant]
Mirror
Towel
Soap/water
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to obtain and use grooming supplies; remove body hair; apply and remove cosmetics; wash, dry, comb, style and brush hair; care for nails (hands and feet); care for skin, ears and eyes; apply deodorant; clean mouth, brush and floss teeth or remove, clean and reinsert dental orthotics/prosthethics.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number of factors to be assessed and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to obtain and use equipment and supplies to remove body hair (e.g., razors, tweezers, lotions, etc.).
4. Collect and record data regarding client's ability to apply and remove cosmetics.
5. Collect and record data regarding client's ability to wash, dry, comb, style and brush hair.
6. Collect and record data regarding client's ability to care for nails on hands and feet.
7. Collect and record data regarding client's ability to care for skin, eyes and ears.
8. Collect and record data regarding client's ability to apply deodorant.
9. Collect and record data regarding client's ability to obtain and use equipment and supplies to clean mouth/teeth (e.g., toothbrush, toothpaste, dental floss, etc.) or remove, clean and reinsert dental orthotics/prosthetics.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding grooming and oral hygiene.

Observe performance of collecting data regarding client's ability to perform grooming and oral hygiene activities.

PRODUCT

Data is collected regarding client's ability to perform grooming and oral hygiene activities.

PROCESS

All performance elements for collecting data regarding grooming and oral hygiene are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING BATHING/SHOWERING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Bathing/showering supplies
Soap/water
Towel
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to obtain and use bathing/showering supplies; soap, rinse and dry body parts; maintain bathing position and transfer to and from bathing positions.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number of factors to be assessed and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to obtain and use bathing/showering equipment and supplies.
4. Collect and record data regarding client's ability to transfer to and from bathing position.
5. Collect and record data regarding client's ability to soap, rinse and dry body parts.
6. Collect and record data regarding client's ability to maintain position during bathing/showering.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding bathing/showering.

Observe performance of collecting data regarding a client's ability to perform bathing/showering activities.

PRODUCT

Data is collected regarding a client's ability to perform bathing/showering activities.

PROCESS

All performance elements for collecting data regarding bathing/showering are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING TOILET HYGIENE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Commode
Toileting supplies
Towel
Soap/Water
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to obtain and use toileting supplies; manage clothing; maintain toileting position; transfer to/from toilet position; cleanse appropriate body parts; care for menstrual and continence needs (including catheters, colostomies and suppository management).

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number of factors to be assessed and condition of the client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to obtain and use equipment and supplies related to toileting.
4. Collect and record data regarding client's ability to manage clothing and fasteners before and after toileting.
5. Collect and record data regarding client's ability to transfer to and from toileting position.
6. Collect and record data regarding client's ability to use menstrual or continence supplies.
7. Collect and record data regarding client's ability to cleanse appropriate body parts.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding toilet hygiene.

Observe performance of collecting data regarding client's ability to perform toilet hygiene activities.

PRODUCT

Data is collected regarding client's ability to perform toilet hygiene activities.

PROCESS

All performance elements for collecting data regarding toilet hygiene are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING PERSONAL DEVICE CARE AND USE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Personal device(s) (e.g., hearing aids, glasses, contact lenses, orthosis, prosthesis, adaptive device(s), contraceptive/sexual devices, etc.)
Cleaning agents specific for personal devices (e.g., contact lens cleaner, etc.)
Towel
Soap/water
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to retrieve, use and care for personal devices.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of personal device(s) to be assessed.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to retrieve personal device(s).
4. Collect and record data regarding client's ability to use personal device(s).
5. Collect and record data regarding client's ability to maintain personal device(s).
6. Collect and record data regarding client's ability to store personal device(s).

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding retrieval, care and use of personal device(s)

Observe performance of collecting data regarding client's ability to retrieve, use and care for personal devices.

PRODUCT

Data is collected regarding client's ability to retrieve, use and care for personal device(s).

PROCESS

All performance elements for collecting data regarding client's ability to retrieve, use and care for personal device(s) are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING DRESSING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Clothing
Footwear
Personal device(s) (e.g., glasses, prosthesis, orthosis, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to select and retrieve appropriate clothing and dress/undress in sequential fashion.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number of factors to be assessed and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to select appropriate clothing for time of day, weather and occasion.
4. Collect and record data regarding client's ability to obtain clothing from storage area.
5. Collect and record data regarding client's ability to transfer to and from supportive surface (e.g., bench, chair, bed, etc.).
4. Collect and record data regarding client's ability to apply and/or remove clothing and footwear utilizing proper fasteners in proper sequence.
5. Collect and record data regarding client's ability to apply, utilize and/or remove personal device(s), adaptive device(s)/equipment, orthotics or prosthetics as needed.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding dressing/undressing.

Observe performance of collecting data regarding client's ability to perform dressing/undressing activities.

PRODUCT

Data is collected regarding client's ability to perform dressing/undressing activities.

PROCESS

All performance elements for collecting data regarding client's ability to perform dressing/undressing activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING FEEDING AND EATING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Food/drink
Eating utensils (e.g., knife, fork, spoon, etc.)
Plate/glass
Napkin
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to eat, drink and feed himself/herself.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount of food to be eaten, type of food, and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to set up food for consumption.
4. Collect and record data regarding client's ability to select and use appropriate utensil for given food.
5. Collect and record data regarding client's ability to bring food and drink to mouth.
6. Collect and record data regarding client's ability to safely and adequately chew and swallow food and drink.
7. Collect and record data regarding client's ability to cleanse self.
8. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding feeding/eating activities.

Observe performance of collecting data regarding client's ability to perform feeding/eating activities.

PRODUCT

Data is collected and recorded regarding client's ability to perform feeding/eating activities.

PROCESS

All performance elements for collecting data regarding client's ability to perform feeding/eating activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING MEDICATION ROUTINE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Medication
Prescribed medication schedule
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to retrieve and self-administer medication.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with type and amount of medication to be taken.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to retrieve medication.
4. Collect and record data regarding client's ability to open and close medication container.
3. Collect and record data regarding client's ability to follow prescribed schedule and dosage for medication.
4. Collect and record data regarding client's ability to utilize prescribed method and procedure to self-administer medication.
5. Collect and record data regarding client's ability to report any adverse effects and/or problems to physician.
6. Collect and record data regarding client's ability to use and care for adaptive device(s).

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to retrieve and self-administer medication.

Observe performance of collecting data regarding client's ability to obtain and self-administer medication.

PRODUCT

Data is collected and recorded regarding client's ability to retrieve and self-administer medication.

PROCESS

All performance elements for collecting data regarding client's ability to retrieve and self-administer medication are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING HEALTH MAINTENANCE

ACTIVITIES OF DAILY LIVING DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Prescribed fitness program
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to develop and maintain routines for health maintenance.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with type and complexity of fitness/wellness program.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to maintain adequate health through proper nutrition and rest.
4. Collect and record data regarding client's ability to maintain general health through daily routine for illness prevention.
5. Collect and record data regarding client's ability to develop and maintain fitness through adherence to regular exercise protocol.
6. Collect and record data regarding client's ability to seek medical attention for ill health within reasonable period of time.
7. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's ability to develop and maintain routines for health maintenance.

Observe performance of collecting and recording data regarding client's ability to develop and maintain routines for health maintenance.

PRODUCT

Data is collected and recorded regarding client's ability to develop and maintain a routine for health maintenance.

PROCESS

All performance elements for collecting and recording data regarding client's ability to develop and maintain a routine for health maintenance are critical.
Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING SOCIALIZATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Personal device(s) (e.g., glasses, prosthesis, orthosis, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to access opportunities and interact with other people in appropriate contextual and cultural methods.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number and complexity of social opportunities.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to identify and utilize community resources.
4. Collect and record data regarding client's ability to access opportunities and interact with other people in appropriate contextual and cultural ways to meet emotional and physical needs.
5. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's ability to access community resources in appropriate contextual and cultural manner.

Observe performance of collecting and recording data regarding client's ability to access community resources in appropriate contextual manner to meet emotional and physical needs.

PRODUCT

Data is collected regarding client's ability to access community resources in appropriate contextual and cultural manner.

PROCESS

All performance elements for collecting and recording data regarding client's socialization are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING FUNCTIONAL MOBILITY.

ACTIVITIES OF DAILY LIVING
DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Appropriate clothing/footwear
Client's environment (e.g., furniture, rugs, rooms, doorways, stairs, etc.)
Wheelchair (manual or powered)
Ambulation aids (e.g., cane, crutches, walker, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to move from one position to another, perform functional mobility and/or transport objects.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy with attention to client confidentiality, privacy and safety.

Time required to complete the skill varies with complexity of transfer and/or movement, distance to be traveled, environment and/or characteristics of object(s) to be transported.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Identify role of caregivers and address issues, if applicable.
4. Collect and record data regarding client's ability to move/travel from one position/place to another (e.g., bed mobility, from wheelchair to toilet, etc.) safely.
5. Collect and record data regarding client's ability to transport objects from one place to another.
6. Collect and record data regarding client's endurance for performing transitions from one position/place to another.
7. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's ability to move from one position to another, perform functional ambulation and/or transport objects.

Observe performance of collecting and recording data regarding client's ability to move from one position to another, perform functional ambulation and/or transport objects.

PRODUCT

Data is collected and recorded regarding client's ability to move from one position to another, perform functional ambulation and/or transport objects.

PROCESS

All performance elements for collecting and recording data regarding client's functional mobility are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING COMMUNITY MOBILITY.

ACTIVITIES OF DAILY LIVING DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned client
- Client's record
- Paper/pen/pencil
- Appropriate clothing and footwear
- Wheelchair (manual or power)
- Ambulation aids (e.g. crutches, walker, cane, etc.)
- Transportation resources
- Adaptive device(s)/equipment
- Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to move from one location to another and/or access public and private transportation.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of training to be provided, distance to be traveled, environment and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Identify role of caregivers and address any issues, if applicable.
4. Collect and record data regarding client's ability to travel outside of the home and/or from one location to another within the community utilizing appropriate ambulation aids and adaptive device(s)/equipment and transportation resources.
5. Collect and record data regarding client's body mechanics, postural awareness and ability to plan motor movements when traveling outside of the home and within the community.
6. Collect and record data regarding client's endurance and conditioning when traveling outside of the home and within the community.
7. Collect and record data regarding client's ability to perform community mobility safely.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to travel/move safely and effectively outside of home and within community.

Observe performance of collecting data regarding client's ability to travel/move safely and effectively outside of home and within community.

PRODUCT

Data is collected and recorded regarding client's ability to travel/move within a community setting safely and effectively.

PROCESS

All performance elements for collecting and recording data regarding client's community mobility are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING SEXUAL EXPRESSION.

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ACTIVITIES OF DAILY LIVING
DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Relevant others/caregivers
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to safely engage in desired intimate and sexual activities.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Address issues of relevant others/caregivers, if applicable.
4. Collect and record data regarding client's limitations in the following areas with regard to sexual expression:
   a. Cognitive
   b. Sensorimotor
   c. Psychosocial
5. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

1.0

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's ability to engage in desired intimate and sexual activities.

Observe performance of collecting and recording data regarding client's ability to engage in desired intimate and sexual activities.

PRODUCT

Data is collected and recorded regarding a client's ability to safely engage in desired intimate and sexual activities.

PROCESS

All performance elements for collecting and recording data regarding client's ability to safely engage in desired intimate and sexual activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING EMERGENCY RESPONSE.

IL.01.HSS.OTC.50

ACTIVITIES OF DAILY LIVING DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Community resources for emergency response
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to recognize hazardous situations and respond appropriately.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to recognize sudden and unexpected hazardous situations.
4. Collect and record data regarding client's ability to initiate action to reduce threat of hazardous situation to health and safety.
5. Collect and record data regarding client's ability to maintain safety in the accomplishment of all activities.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to recognize hazardous situations and respond appropriately.

Observe performance of collecting data regarding client's ability to recognize hazardous situations and respond appropriately.

PRODUCT

Data is collected regarding client's ability to recognize hazardous situations and respond appropriately.

PROCESS

All performance elements for collecting data regarding client's ability to recognize hazardous situations and respond appropriately are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING FUNCTIONAL COMMUNICATION.

ACTIVITIES OF DAILY LIVING
DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Communication equipment (e.g., telephones, typewriters, computers, paper/pencil, communication boards, call lights, etc.)
Communication devices (e.g., braillewriters, augmentative communication systems, etc.)
Adaptive device(s)/equipment
Personal device(s) (e.g., glasses, prosthesis, orthosis, etc.)
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to use equipment, devices and/or systems to send and receive information.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition and equipment, devices and/or systems to be used.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to grasp and appropriately utilize a writing utensil.
4. Collect and record data regarding client's ability to type and/or utilize a computer.
5. Collect and record data regarding client's ability to receive and make calls from a telephone.
6. Collect and record data regarding client's ability to utilize special communication devices (augmentative communication equipment), if appropriate.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to use equipment, devices and/or systems to send and receive information.

Observe performance of collecting data regarding client's ability to use equipment, devices and/or systems to send and receive information.

PRODUCT

Data is collected regarding client's ability to use equipment, devices and/or systems to send and receive information.

PROCESS

All performance elements for collecting data regarding client's ability to use equipment, devices and/or systems to send and receive information are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING HOME MANAGEMENT – CLOTHING CARE.

WORK AND PRODUCTIVE ACTIVITIES DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Laundry supplies/equipment (e.g., washer, dryer, sink, detergent, softener, iron, folding surface, etc.)
Mending supplies
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to care for (clean, fold, iron, store and mend) clothing.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition and clothing care task to be performed.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to sort clothing for laundering.
4. Collect and record data regarding client's ability to launder clothing by hand and/or with a washing machine and dryer.
   a. Fill washing machine with clothing.
   b. Measure and pour laundry soap into washing machine.
   c. Set controls and start washing machine.
5. Collect and record data regarding client's ability to fold clothing when dry, iron and store as appropriate.
6. Collect and record data regarding client's ability to mend clothing (e.g., utilize needle and thread to reapply buttons, mend small tears, etc.).
7. Collect and record data regarding client's ability to use and care for adaptive device(s).

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to care for clothing (clean, fold, iron, store and mend) and obtain and use laundering supplies and equipment.

Observe performance of collecting data regarding client's ability to care for clothing and obtain and use laundering supplies and equipment.

PRODUCT

Data is collected regarding client's ability to care for clothing.

PROCESS

All performance elements for collecting data regarding client's ability to care for clothing are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING HOME MANAGEMENT - CLEANING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Cleaning supplies (e.g., soaps, waxes, disinfectants, rags, paper towels, trash bags, etc.)
Cleaning equipment (e.g., scrub brushes, sponges, pail, dustpan/broom, vacuum, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to obtain and utilize supplies and equipment for cleaning his/her home.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete skill varies with complexity of client's condition and area to be cleaned.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to pick up, sort and put away belongings in preparation for cleaning an area.
4. Collect and record data regarding client's ability to vacuum, sweep and mop a floor.
5. Collect and record data regarding client's ability to dust and polish furniture surfaces.
6. Collect and record data regarding client's ability to scrub any soiled surfaces.
7. Collect and record data regarding client's ability to wash windows and clean mirrors.
8. Collect and record data regarding client's ability to make beds.
9. Collect and record data regarding client's ability to remove trash and recyclables.
10. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to obtain and utilize supplies and equipment for cleaning his/her home.

Observe performance of collecting data regarding client's ability to obtain and utilize supplies and equipment for cleaning his/her home.

PRODUCT

Data is collected regarding client's ability to obtain and utilize supplies and equipment for cleaning his/her home.

PROCESS

All performance elements for collecting data regarding client's ability to clean home are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING HOME MANAGEMENT – MEAL PREPARATION/CLEANUP.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Food
Kitchen or food preparation area
Food preparation equipment/supplies (e.g., pots/pans, kitchen utensils, appliances, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to perform meal preparation and cleanup activities in a safe manner.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition and amount and complexity of meal to be prepared.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to identify and use safety precautions (i.e., food handling, utensils, appliances, etc.).
4. Collect and record data regarding client's ability to plan nutritious meals.
5. Collect and record data regarding client's ability to obtain utensils and ingredients for food preparation.
6. Collect and record data regarding client's ability to open containers of food needed for food preparation.
7. Collect and record data regarding client's ability to follow recipe, if required.
8. Collect and record data regarding client's ability to utilize utensils appropriately to pour liquids, chop, mix and stir food in meal preparation.
9. Collect and record data regarding client's ability to obtain and utilize pots and pans and appliances to cook food.
10. Collect and record data regarding client's ability to serve food.

11. Collect and record data regarding client's ability to clean up after meal consumption (clearing table and washing, drying and putting away dishes, glasses and silverware).
12. Collect and record data regarding client's ability to store unused portions of food.
13. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to perform meal preparation and cleanup activities in a safe manner (i.e., plan, prepare and serve nutritious meals, clean up and store food upon completion of meal).

Observe performance of collecting data regarding client's ability to perform meal preparation and cleanup activities.

PRODUCT

Data is collected regarding client's ability to perform meal preparation and cleanup activities.

PROCESS

All performance elements for collecting data regarding client's ability to perform meal preparation and cleanup activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING HOME MANAGEMENT – SHOPPING.

IL.01.HSS.OTC.55

WORK AND PRODUCTIVE ACTIVITIES
DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper, pen and/or equipment to itemize objects to be purchased
Store (e.g., grocery, department, hardware, internet website, etc.)
Method of payment (e.g., cash, checks, charge cards, government program cards, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to shop for household and/or personal needs.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition, number and size of items to be purchased and size and layout of store.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to prepare/itemize a shopping list.
4. Collect and record data regarding client's ability to select items in an efficient manner (i.e., negotiate store in a manner that optimizes energy expenditure).
5. Collect and record data regarding client's ability to bring purchases to cashier, select method of payment and complete payment transaction.
6. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

1..2

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to shop for household and/or personal needs.

Observe performance of collecting data regarding client's ability to shop for household and/or personal needs

PRODUCT

Data is collected regarding client's ability to organize and perform shopping and payment transaction activities.

PROCESS

All performance elements for collecting data regarding client's ability to perform shopping and payment transaction activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING HOME MANAGEMENT – MONEY MANAGEMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Budget log
Paper/pen/pencil and/or computer hardware/software
Bills
Method of payment (e.g., cash, checks, charge cards, government program cards, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to manage money.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number of bills to be paid and complexity of client's budget.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to identify and access sources of income.
4. Collect and record data regarding client's ability to plan a budget for household and personal expenses.
5. Collect and record data regarding client's ability to select payment type, pay bills in a timely manner and appropriately record payments.
6. Collect and record data regarding client's ability to utilize banking services (e.g., checking account, cash station, depositing of monies, etc.).
7. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to manage money.

Observe performance of collecting data regarding client's ability to manage money.

PRODUCT

Data is collected regarding client's ability to manage money.

PROCESS

All performance elements for collecting data regarding client's ability to manage money are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING HOME MANAGEMENT – HOUSEHOLD MAINTENANCE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Household supplies/equipment
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to maintain household items in good repair.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number and complexity of household items requiring maintenance/repair.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to recognize household and personal items requiring maintenance and/or repair.
4. Collect and record data regarding client's ability to select appropriate tools and/or materials for maintenance/repair.
5. Collect and record data regarding client's ability to maintain/repair items himself/herself and/or arrange for repair service.
6. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to maintain household and belongings in good repair.

Observe performance of collecting data regarding client's ability to maintain household and belongings in good repair.

PRODUCT

Data is collected regarding client's ability to maintain household items in good repair.

PROCESS

All performance elements for collecting data regarding client's ability to perform household maintenance are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING HOME MANAGEMENT – MAINTAIN SAFE LIVING ENVIRONMENT.

WORK AND PRODUCTIVE ACTIVITIES DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Safety equipment/supplies
Household safety procedures/guidelines
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to recognize and maintain a safe living environment.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies depending on client's previous experience with household safety procedures and complexity of safety measures taken.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to recognize situations requiring an emergency response (e.g., household fire, natural disaster, poison control, etc.).
4. Collect and record data regarding client's ability to organize his/her everyday activities and environment in a safe manner to prevent injuries.
5. Collect and record data regarding client's ability to react appropriately in an emergency situation.
6. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to recognize and respond appropriately in an emergency situation as well as maintain a safe environment.

Observe performance of collecting data regarding client's ability to recognize and respond appropriately in an emergency situation as well as maintain a safe living environment.

PRODUCT

Data is collected regarding client's ability to recognize and maintain a safe living environment.

PROCESS

All performance elements for collecting data regarding client's ability to recognize and maintain a safe living environment are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING CARE OF INDIVIDUALS AND THINGS.

IL.01.HSS.OTC.59

WORK AND PRODUCTIVE ACTIVITIES
DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Caregiver supplies/equipment
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to provide care for children, spouse, parents, pets and others.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number of individuals and things to be cared for and complexity of activities to be carried out.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to communicate effectively with those individuals in his/her care.
4. Collect and record data regarding client's ability to recognize the needs of those individuals and things in his/her care.
5. Collect and record data regarding client's ability to respond appropriately to the needs of those things and individuals needing care.
6. Collect and record data regarding client's ability to utilize age appropriate activities to meet the needs of those individuals in his/her care.
7. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.
8. Collect and record data regarding client's ability to identify sources of caregiver stress and access appropriate resources.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to provide care for individuals and things.

Observe performance of collecting data regarding client's ability to provide care for individuals and things.

PRODUCT

Data is collected regarding client's ability to provide care for individuals and things.

PROCESS

All performance elements for collecting data regarding a client's ability to care for individuals and things are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING EDUCATIONAL ACTIVITIES.

IL.01.HSS.OTC.60

WORK AND PRODUCTIVE ACTIVITIES
DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned client
- Client's record
- Paper/pen/pencil
- Educational resources
- Adaptive device(s)/equipment
- Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to participate fully in academic, community and/or work-sponsored learning environments.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount and complexity of educational material to be learned.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to explore his/her educational interests.
4. Collect and record data regarding client's ability to plan a learning program to meet educational goals.
5. Collect and record data regarding client's ability to attend formal and/or informal educational class and/or lecture.
6. Collect and record data regarding client's ability to manage assignments (e.g., collect appropriate study materials to complete papers, study for exams, etc.).
7. Collect and record data regarding client's ability to participate in group learning experiences (i.e., prepare for and contribute knowledgeably to discussions).
8. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to participate in an academic, community or work-sponsored learning environment.

Observe performance of collecting data regarding client's ability to fully participate in academic, community or work-sponsored learning environments.

PRODUCT

Data is collected regarding client's ability to explore, select and fully participate in academic, community or work-sponsored learning environments.

PROCESS

All performance elements for collecting data regarding client's ability to participate in educational activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING VOCATIONAL ACTIVITIES – VOCATIONAL EXPLORATION.

IL.01.HSS.OTC.61

WORK AND PRODUCTIVE ACTIVITIES
DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Job/task descriptions
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to participate in vocational pursuits.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's vocational pursuit.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to seek career counseling.
4. Collect and record data regarding client's aptitude for selected vocation.
5. Collect and record data regarding client's ability to identify and develop interests and skills related to a given vocation.
6. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to participate in vocational pursuits.

Observe performance of collecting data regarding client's ability to participate in vocational pursuits.

PRODUCT

Data is collected regarding client's ability to participate in vocational pursuits.

PROCESS

All performance elements for collecting data regarding client's ability to participate in vocational pursuits are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING VOCATIONAL ACTIVITIES – JOB ACQUISITION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Employment sources (e.g., newspaper, journals, employment agencies, etc.)
Employment application
Personal device(s) (e.g., glasses, prosthesis, orthosis, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to acquire desired employment.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with length of time required for client to complete employment process.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to identify and select work opportunities from appropriate sources (e.g., newspaper, journals, employment agencies, etc.).
4. Collect and record data regarding client's ability to complete application process for select job.
5. Collect and record data regarding client's ability to prepare for and successfully complete interview process.
6. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of client's ability to select, prepare for and complete application for selected job.

Observe performance of collecting data regarding client's ability to effectively complete application for selected job.

PRODUCT

Data is collected regarding client's ability to select, prepare for and complete application for selected job.

PROCESS

All performance elements for collecting data regarding client's ability to acquire desired employment are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING VOCATIONAL ACTIVITIES – WORK OR JOB PERFORMANCE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Job/task descriptions
Personal device(s) (e.g., glasses, prosthesis, orthosis, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to perform job tasks in a timely and effective manner.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of job tasks to be measured.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to identify and incorporate work behaviors necessary for client's timely and effective performance of job-related tasks.
4. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.
5. Collect and record data regarding client's interaction with employer, co-workers and work environment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's performance of job-related tasks.

Observe performance of collecting data regarding client's performance of job-related tasks.

PRODUCT

Data is collected regarding a client's ability to perform job tasks in a timely and effective manner.

PROCESS

All performance elements for collecting data regarding client's ability to perform job-related tasks are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING AVOCATIONAL ACTIVITIES – RETIREMENT PLANNING.

WORK AND PRODUCTIVE ACTIVITIES
DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Avocation resources
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to develop interests and select avocational pursuits.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of task to be measured.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to identify and develop interests and aptitudes leading to the selection of an avocation.
4. Collect and record data regarding client's ability to identify and develop skills pertaining to the selected avocation.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to identify and develop interests and select a given avocation.

Observe performance of collecting data regarding client's ability to select a given avocation and identify and develop skills pertaining to said avocation.

PRODUCT

Data is collected regarding client's ability to select and develop skills pertaining to a given avocation.

PROCESS

All performance elements for collecting data regarding client's ability to select and develop skills pertaining to a selected avocation are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING AVOCATIONAL ACTIVITIES – VOLUNTEER PARTICIPATION.

WORK AND PRODUCTIVE ACTIVITIES
DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned client
- Client's record
- Paper/pen/pencil
- Volunteer task description
- Volunteer resources
- Adaptive device(s)/equipment
- Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to perform unpaid activities for benefit of select cause.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number of activities involved in selected volunteer task.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to select given volunteer activity in which to participate.
4. Collect and record data regarding client's ability to perform volunteer activities for the benefit of selected individuals, groups or causes.
5. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting data regarding client's ability to perform volunteer activities.

Observe performance of collecting data regarding client's ability to perform volunteer activities.

PRODUCT

Data is collected regarding client's ability to perform tasks related to volunteer activities.

PROCESS

All performance elements for collecting data regarding client's ability to perform tasks related to volunteer activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING PLAY/LEISURE – EXPLORATION.

PLAY OR LEISURE ACTIVITIES DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Play/leisure resources
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to explore and identify interests for play/leisure activities..

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with client's expressed number of interests.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to identify interests, skills and opportunities related to play/leisure activities.
4. Collect and record data regarding client's ability to select play/leisure activities based on identified interests.
5. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's ability to explore and identify interests and opportunities for play/leisure activities.

Observe performance of collecting data regarding client's ability to explore and identify interests and opportunities for play/leisure activities.

PRODUCT

Data is collected regarding client's ability to identify interests and opportunities for play/leisure activities.

PROCESS

All performance elements for collecting data regarding client's ability to identify opportunities for play/leisure activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING PLAY/LEISURE – PERFORMANCE.

PLAY OR LEISURE ACTIVITIES DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Play/leisure resources
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to participate in play/leisure activities.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number and complexity of play/leisure activities in which client participates.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to identify the need for play/leisure activities.
4. Collect and record data regarding client's ability to plan for participation in play/leisure activities.
5. Collect and record data regarding client's ability to participate in selected play/leisure activities.
6. Collect and record data regarding client's ability to obtain, utilize and maintain equipment and/or supplies specific to selected play/leisure activities.
7. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of client's ability to plan for and participate in play/leisure activities.

Observe performance of collecting data regarding client's ability to participate in play/leisure activities.

PRODUCT

Data is collected regarding client's ability to plan and participate in play/leisure activities.

PROCESS

All performance elements for collecting data regarding client's ability to participate in play/leisure activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING SENSORY AWARENESS AND PROCESSING.

IL.01.HSS.OTC.68

SENSORIMOTOR DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Sensory materials/resources
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to receive, differentiate, interpret and respond to sensory stimuli.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number and variety of sensory stimuli being measured.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to receive, differentiate and interpret the following sensory stimuli:
   a. Auditory
   b. Gustatory
   c. Visual
   d. Tactile
   e. Proprioceptive
   f. Vestibular
   g. Olfactory
   h. Other
4. Collect and record data regarding client's ability to receive and differentiate two or more sensory stimuli.
5. Collect and record data regarding client's response to sensory stimuli.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's ability to receive, differentiate and interpret sensory stimuli.

Observe performance of collecting data regarding client's ability to receive, differentiate and interpret sensory stimuli.

Observe performance of collecting data regarding client's response to sensory stimuli.

PRODUCT

Data is collected regarding client's ability to receive, differentiate, interpret and respond to sensory stimuli.

PROCESS

All performance elements for collecting data regarding client's sensory awareness and processing are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING PERCEPTUAL PROCESSING.

IL.01.HSS.OTC.69

SENSORIMOTOR DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Sensory/perceptual materials/resources
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to organize sensory input into meaningful patterns.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity and amount of sensory input to be organized.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to organize sensory input into meaningful patterns using the following methods:
   a. Stereognosis
   b. Kinesthesia
   c. Pain response
   d. Body scheme
   e. Right/left discrimination
   f. Form constancy
   g. Position in space
   h. Visual closure
   i. Figure ground
   j. Depth perception
   k. Spacial relations
   l. Topographical orientation
4. Collect and record data regarding client's response to his/her organization of the sensory input.
5. Collect and record data regarding client's ability to use and care for adaptive device(s)/equipment.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's ability to organize sensory input into meaningful patterns.

Observe performance of collecting and recording data regarding client's ability to organize sensory input into meaningful patterns.

PRODUCT

Data is collected and recorded regarding a client's ability to organize sensory input into meaningful patterns.

PROCESS

All performance elements for collecting and recording data regarding client's perceptual processing are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING NEUROMUSCULOSKELETAL RESPONSES.

IL.01.HSS.OTC.70

SENSORIMOTOR DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Neuromusculoskeletal materials/resources
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to receive input, process information and respond to neuromusculoskeletal parameters.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount of neuromusculoskeletal input to be received and processed.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record the following data regarding client's ability to receive input, process information and respond to neuromusculoskeletal parameters:
   a. Reflex
   b. Range of motion
   c. Muscle tone
   d. Strength
   e. Endurance
   f. Postural control
   g. Postural alignment
   h. Soft tissue integrity

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's ability to receive input, process information and respond to reflex, range of motion, muscle tone, strength, endurance, postural control, postural alignment and soft tissue integrity.

Observe performance of collecting data regarding client's ability to receive input, process information and respond to neuromusculoskeletal stimuli.

PRODUCT

Data is collected regarding client's ability to receive input, process information and respond to neuromusculoskeletal parameters.

PROCESS

All performance elements for collecting data regarding client's neuromusculoskeletal response are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING MOTOR FUNCTION/PERFORMANCE.

SENSORIMOTOR DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Motor function/performance resources/materials
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to receive input, process information and respond to motor function/performance.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount of motor input received and processed.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record the following data regarding client's ability to receive input, process information and respond to motor parameters:
   a. Gross coordination
   b. Crossing the midline
   c. Laterality
   d. Bilateral integration
   e. Motor control
   f. Praxis
   g. Fine coordination/dexterity
   h. Visual-motor integration
   i. Oral-motor control

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's ability to receive input, process information and respond to the following motor components: gross motor coordination, crossing the midline, laterality, bilateral integration, motor control, praxis, fine motor coordination/dexterity, visual-motor integration and oral-motor control.

Observe performance of collecting data regarding client's ability to receive input, process information and respond to motor stimuli.

PRODUCT

Data is collected regarding client's ability to receive input, process information and respond to motor function/performance.

PROCESS

All performance elements for collecting data regarding client's motor function/performance are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING COGNITIVE INTEGRATION AND COGNITIVE COMPONENTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Cognitive integration materials/resources
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to use higher brain functions.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount and complexity of cognitive information received and processed.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record the following data regarding client's ability to use higher brain functions:
   a. Level of arousal
   b. Orientation
   c. Recognition
   d. Attention span
   e. Initiation/termination of activity
   f. Memory
   g. Sequencing
   h. Categorization
   i. Concept formation
   j. Spatial operations
   k. Problem solving
   l. Learning
   m. Generalization

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's ability to receive input, process information and respond to the following higher brain functions: level of arousal, orientation, recognition, attention span, initiation and termination of activity, memory, sequencing, categorization, concept formation, spatial operations, problem solving, learning and generalization.

Observe performance of collecting data regarding client's ability to receive input, process information and respond to higher level brain functions.

PRODUCT

Data is collected regarding client's ability to use higher brain functions.

PROCESS

All performance elements for collecting data regarding client's cognitive integration and cognitive components are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING PSYCHOLOGICAL STATUS.

IL.01.HSS.OTC.73

PSYCHOSOCIAL DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to identify, integrate, apply and communicate values, interests, and self-concept.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount of data to be collected and recorded.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to identify ideas and/or beliefs (values) that are important to himself/herself.
4. Collect and record data regarding client's ability to integrate and apply values.
5. Collect and record data regarding client's ability to identify mental and/or physical activities that create pleasure and maintain attention (interests).
6. Collect and record data regarding client's ability to integrate and apply interests.
7. Collect and record data regarding client's ability to develop the value of his/her physical, emotional and/or sexual self (self-concept).
8. Collect and record data regarding client's ability to integrate and apply self-concept.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's ability to identify, integrate, apply and communicate personal values and self-interests and develop a positive self-concept.

Observe performance of collecting data regarding a client's ability to identify, integrate, apply and communicate personal values and self-interests and develop a positive self-concept.

PRODUCT

Data is collected regarding client's ability to identify, integrate, apply, and communicate beliefs that are important to himself/herself; identify activities (physical and mental) that create positive feelings; and develop a positive physical, emotional and sexual self-image.

PROCESS

All performance elements for collecting data regarding client's psychological status are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING SOCIAL SKILLS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to interact in society.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount of data to be collected and recorded.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to identify, maintain and balance functions and/or roles assumed to participate in society.
4. Collect and record data regarding client's ability to interact with others through appropriate use of manners, observation of personal space, establishment of eye contact, use of gestures, active listening and self-expression.
5. Collect and record data regarding client's ability to use verbal and nonverbal communication to interact in a variety of settings.
6. Collect and record data regarding client's ability to utilize a variety of skills and styles to express thoughts, feelings and needs.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's ability to assume a balanced role and interact in a social context through use of appropriate self-expression and interpersonal skills.

Observe performance of collecting data regarding client's ability to assume a balanced role and interact in a social context through use of appropriate self-expression and interpersonal skills.

PRODUCT

Data is collected regarding client's ability to identify performance roles and interact appropriately within a given societal context.

PROCESS

All performance elements for collecting data regarding client's social skills are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING SELF-MANAGEMENT ABILITIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's ability to manage own behaviors.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount of data to be collected and recorded.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's ability to identify and manage stress and factors related to stress.
4. Collect and record data regarding client's ability to maintain health by balancing participation in activities of self-care, work, leisure and rest.
5. Collect and record data regarding client's ability to modify his/her own behavior in response to environmental needs, constraints, personal aspirations and feedback from others.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's ability to identify and manage stress through appropriate time management and self-modification of behaviors.

Observe performance of collecting data regarding client's ability to manage own behavior.

PRODUCT

Data is collected regarding client's ability to manage own behaviors.

PROCESS

All performance elements for collecting data regarding client's self-management abilities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING TEMPORAL ASPECTS.

IL.01.HSS.OTC.76

PERFORMANCE CONTEXTS
DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's chronological, developmental, life cycle and disability status.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount of data to be collected and recorded.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding a client's age, stage of maturation, place in life phase (i.e., career or educational cycle, parenting cycle), and place in continuum of disability.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's chronological, developmental, disability and/or life cycle status.

Observe performance of collecting data regarding client's chronological, developmental, disability and/or life cycle status.

PRODUCT

Data is collected regarding client's chronological, developmental, disability and/or life cycle status.

PROCESS

All performance elements for collecting data regarding client's temporal aspects are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

COLLECT DATA REGARDING ENVIRONMENTAL CONTEXT.

IL.01.HSS.OTC.77

PERFORMANCE CONTEXTS
DATA COLLECTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper/pen/pencil
Agency policy and procedures

WORK TO BE PERFORMED

Collect and record data regarding client's physical, cultural, and social environment.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount and variety of data to be collected and recorded.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Collect and record data regarding client's physical, cultural and social environment.
4. Collect and record data regarding availability, perceptions and expectations of family members and significant others.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of collecting and recording data regarding client's physical, social and cultural environments.

Observe performance of collecting data regarding client's physical, social and cultural environments.

PRODUCT

Data is collected regarding client's physical, social and cultural environments.

PROCESS

All performance elements for collecting data regarding client's environmental context are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN PERFORMING THERAPEUTIC EXERCISE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Appropriate therapeutic equipment/environment
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Perform/direct therapeutic exercise/program for client according to occupational therapy plan of care, and communicate results to occupational therapist.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of therapeutic exercise/program and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Prepare exercise environment and equipment.
3. Prepare client and explain procedure.
4. Direct therapeutic exercise/program which may include but not be limited to the following:
   a. Aerobic endurance activities
   b. Aquatic exercises
   c. Balance and coordination activities
   d. Body mechanics training
   e. Breathing exercises and strategies
   f. Conditioning and reconditioning
   g. Developmental activities
   h. Functional mobility training
   i. Motor training/retraining
   j. Neuromuscular re-education
   k. Neuromuscular relaxation, inhibition and facilitation
   l. Postural exercises and awareness training
   m. Strengthening exercises
   n. Stretching

5. Monitor client during exercise session for technique, safety and physiologic responses.
6. Record and communicate exercises performed and client response to occupational therapist.
7. Monitor client during utilization and care of adaptive device(s) for safety, effectiveness and, physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles and techniques of therapeutic exercise.

Observe safety, effectiveness and efficiency of performing therapeutic exercises.

PRODUCT

A therapeutic exercise/program is performed and client's response is communicated to occupational therapist.

PROCESS

All performance elements for performing therapeutic exercises/programs are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION THROUGH FACILITATION AND DIRECTION OF THERAPEUTIC GROUP ACTITIVIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned clients
- Clients' record
- Appropriate therapeutic group activities
- Appropriate therapeutic equipment/environment
- Adaptive device(s)/equipment
- Agency policy and procedures

WORK TO BE PERFORMED

Direct and/or facilitate therapeutic group activity program for clients according to occupational therapy plan of care, and communicate results to occupational therapist.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of therapeutic activity/program and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Prepare environment and equipment.
3. Prepare clients and explain procedure.
4. Direct therapeutic group activity program that may include, but not be limited to the following:
   a. Activities of daily living
   b. Aerobic activities
   c. Aquatic exercises
   d. Balance and coordination activities
   e. Body mechanics training
   f. Conditioning and reconditioning
   g. Craft activities
   h. Developmental activities
   i. Neuromuscular relaxation, inhibition and facilitation
   j. Postural exercises and awareness training
   k. Psychosocial
   l. Strengthening exercises
   m. Stretching

5. Monitor clients during therapeutic activity for technique, safety and physiologic and affective responses.
6. Record and communicate therapeutic activity performed and clients' responses to occupational therapist.
7. Monitor client during utilization and care of adaptive device(s)/equipment for safety and effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles and techniques of facilitating therapeutic group activity.

Observe safety, effectiveness and efficiency of facilitating therapeutic group activities.

PRODUCT

A therapeutic group activity is facilitated and directed and clients' responses are communicated to occupational therapist.

PROCESS

All performance elements for facilitating and directing therapeutic group activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN RECOMMENDATION, APPLICATION, CARE AND USE OF MEDICAL EQUIPMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Appropriate medical equipment/environment
Agency policy and procedures

WORK TO BE PERFORMED

Recommend to client and utilize appropriate medical equipment to facilitate activities of daily living within occupational therapy plan of care.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of equipment and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Prepare environment and equipment.
3. Identify client and explain procedure.
4. Recommend equipment in collaboration with occupational therapist.
5. Obtain and utilize equipment selected.
6. Monitor client during utilization and care of equipment for safety, and effectiveness and physiological and emotional responses.
7. Record and communicate client's responses to occupational therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of recommending, applying, caring for and utilizing medical equipment.

Observe performance of recommending and utilizing medical equipment.

PRODUCT

Appropriate medical equipment is recommended, cared for and utilized by client according to occupational therapy plan of care.

PROCESS

All performance elements for recommending equipment are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN SELECTING AND PROVIDING ADAPTIVE DEVICE(S).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Select and utilize appropriate adaptive device(s) to facilitate function within the occupational therapy plan of care.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of adaptive device(s) and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Prepare environment and gather adaptive device(s).
3. Identify client and explain procedure.
4. Recommend adaptive device(s) in collaboration with occupational therapist.
5. Utilize adaptive device(s) selected and progress patient within plan of care.
6. Monitor client during utilization and care of adaptive device(s) for safety, effectiveness and physiological and emotional responses.
7. Record and communicate client's responses to occupational therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of selecting and providing adaptive device(s).

Observe the performance of selecting and utilizing adaptive device(s).

PRODUCT

Appropriate adaptive device(s) are recommended to occupational therapist according to occupational therapy plan of care.

PROCESS

All performance elements for recommending adaptive device(s) are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN PROVIDING AND/OR ADAPTING ORTHOTIC AND SUPPORTIVE DEVICE(S).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client and/or family/caregiver
Client's record
Orthotic and/or supportive device(s)
Application/adaptation supplies/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Provide supportive device(s) and/or adapt orthotic device(s) for a given client and communicate results to occupational therapist.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies according to patient condition and complexity of device(s) to be adapted.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Gather all necessary equipment.
4. Position client and extremity for comfort/function.
5. Apply orthotic and/or supportive device(s).
6. Assess fit, appearance and utilization of orthotic and/or supportive device(s).
7. Make any necessary adjustments.
8. Reassess fit, appearance and utilization of orthotic and/or supportive device(s).
9. Identify and record client's verbal and nonverbal expression of comfort, cosmesis and effectiveness of the orthotic and/or supportive device(s).
10. Assess and record client's or family/caregiver's ability to care for orthotic and/or supportive device(s).
11. Communicate results of assessment to occupational therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of orthotic and supportive device(s) and methods of adjustment assessment for proper fit.

Observe the performance of providing orthotic and supportive device(s) and making appropriate adjustments.

PRODUCT

Supportive and/or orthotic device(s) are provided for client and results are communicated to occupational therapist.

PROCESS

All performance elements for providing orthotic and/or supportive device(s) to a client are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN FABRICATING ORTHOTIC DEVICE(S).

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned client
- Client's record
- Miscellaneous fabrication equipment/supplies
- Heat pan and/or heat gun
- Orthotic materials
- Fabrication/orthotic specifications
- Agency policy and procedures

WORK TO BE PERFORMED

Fabricate orthotic device(s) for given client and communicate results to occupational therapist.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies according to patient condition and complexity of device(s) to be fabricated.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Gather all necessary equipment and supplies.
4. Position client and extremity for comfort, function and accessibility.
5. Create or modify pattern.
6. Trace pattern onto orthotic material.
7. Cut out traced pattern.
8. Identify and protect bony prominences and apply protective covering to extremity, as needed.
9. Prepare orthotic material according to manufacturer's instructions.
10. Mold orthotic material around extremity to meet criteria of prescribed treatment plan.
11. Identify placement and affix strapping to orthosis.
12. Assess fit and utilization of orthosis.
13. Identify and record client's affective response to the orthosis.
14. Assess and record client's or family/caregiver's ability to care for the orthosis.
15. Communicate results of assessment to occupational therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test principles and methods of orthotic fabrication.

Observe performance of fabrication of orthotic device(s).

PRODUCT

Accurate fabrication, fit and use of an orthotic device(s) are performed and results communicated to occupational therapist.

PROCESS

All performance elements for fabrication of orthotic device(s) are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN GROOMING AND ORAL HYGIENE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Grooming aids (e.g., comb/brush, hair styling products, hair removal products [razors, tweezers], products for nail care, products for cleaning mouth/teeth [toothbrush/toothpaste, floss], cosmetics, deodorant, etc.)
Mirror
Towel
Soap/water
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to obtain and use grooming supplies; remove body hair; apply and remove cosmetics; wash, dry, comb, style and brush hair; care for nails (hands and feet); care for skin, ears and eyes; apply deodorant; clean mouth, brush and floss teeth or remove, clean and reinsert dental orthotics/prosthethics.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of activity and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Provide for client's modesty, comfort and safety.
4. Facilitate client's ability to obtain and use equipment and supplies (e.g., razors, tweezers, lotions etc.) to remove body hair.
5. Facilitate client's ability to apply and remove cosmetics.
6. Facilitate client's ability to wash, dry, comb, style and brush hair.
7. Facilitate client's ability to care for nails on hands and feet.
8. Facilitate client's ability to care for skin, eyes and ears.
9. Facilitate client's ability to apply deodorant.

10. Facilitate client's ability to obtain and use equipment and supplies to clean mouth/teeth (e.g., toothbrush, toothpaste, dental floss, etc.) or remove, clean and reinsert dental orthosis/prosthesis.
11. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to perform grooming and oral hygiene activities.

Observe performance of facilitating client's ability to perform grooming and oral hygiene activities.

PRODUCT

Client is facilitated in performance of grooming and oral hygiene activities.

PROCESS

All performance elements for facilitating a client's ability to perform grooming and oral hygiene are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN BATHING/SHOWERING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Bathing/showering supplies
Soap/water
Towel
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to obtain and use bathing/showering supplies; soap, rinse and dry body parts; maintain bathing position and transfer to and from bathing positions.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity and number of factors involved in activity and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Provide for client's modesty, comfort and safety.
4. Facilitate client's ability to obtain and use bathing/showering equipment and supplies.
5. Facilitate client's ability to transfer to and from bathing position.
6. Facilitate client's ability to soap, rinse and dry body parts.
7. Facilitate client's ability to maintain position during bathing/showering.
8. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to perform bathing/showering activities.

Observe performance of facilitating client's ability to perform bathing/showering activities.

PRODUCT

Client is facilitated in performance of bathing/showering activities.

PROCESS

All performance elements for facilitating client's ability to perform bathing/showering activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN TOILET HYGIENE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Commode
Toileting supplies
Towel
Soap/water
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to obtain and use toileting supplies; manage clothing; maintain toileting position; transfer to and from toileting position; cleanse appropriate body parts; care for menstrual and continence needs (including catheter, colostomy and suppository management).

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number of factors to be assessed and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Provide for client's modesty, comfort and safety.
4. Facilitate client's ability to obtain and use equipment and supplies related to toileting.
5. Facilitate client's ability to manage clothing and fasteners before and after toileting.
6. Facilitate client's ability to transfer to and from toileting position.
7. Facilitate client's ability to use menstrual or continence supplies.
8. Facilitate client's ability to cleanse appropriate body parts.
9. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to perform toilet hygiene activities.

Observe performance of facilitating client's ability to perform toilet hygiene activities.

PRODUCT

Client is facilitated in performance of toilet hygiene activities.

PROCESS

All performance elements for facilitating client's ability to perform toilet hygiene activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN PERSONAL DEVICE(S) CARE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Personal device(s) (e.g., hearing aids, glasses, contact lenses, orthosis, prosthesis, adaptive device(s), contraceptive/sexual devices, etc.)
Cleaning agents specific for personal devices (e.g., contact lens cleaner, etc.)
Towel
Soap/water
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to retrieve, use and care for personal device(s).

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of personal device(s).

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Provide for client's modesty, comfort and safety.
4. Facilitate client's ability to retrieve personal device(s).
5. Facilitate client's ability to use personal device(s).
6. Facilitate client's ability to maintain personal device(s).
7. Facilitate client's ability to store personal device(s).

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to retrieve, use and care for personal device(s).

Observe performance of facilitating client's ability to retrieve, use and care for personal device(s).

PRODUCT

Client is facilitated in retrieving, using and caring for personal device(s).

PROCESS

All performance elements for facilitating client's ability to retrieve, use and care for personal device(s) are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN DRESSING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Clothing
Footwear
Personal device(s) (e.g. glasses, orthosis, prosthesis, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to select and retrieve appropriate clothing and dress/undress in a sequential fashion.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount and type of clothing, shoes and number of fasteners.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Provide for client's modesty, comfort and safety.
4. Facilitate client's ability to select appropriate clothing for time of day, weather and occasion.
5. Facilitate client's ability to obtain clothing from storage area.
6. Facilitate client's ability to transfer to and from supportive surface (e.g., bench, chair, bed, etc.).
7. Facilitate client's ability to apply and/or remove clothing and footwear in proper sequence and utilize appropriate fasteners.
8. Facilitate client's ability to apply, utilize and/or remove personal device(s), adaptive device(s)/equipment, orthosis or prosthesis as needed.
9. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to perform dressing/undressing activities.

Observe performance of facilitating client's ability to perform dressing/undressing activities.

PRODUCT

Client is facilitated in performing dressing/undressing activities.

PROCESS

All performance elements for facilitating client's ability to perform dressing/undressing activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN FEEDING AND EATING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Food/drink
Eating utensils (e.g. knife, fork spoon, etc.)
Plate/glass
Napkin
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to eat, drink and feed himself/herself.

PERFORMANCE CRITERIA

The skill is performed with 100% accuracy.

Time required to complete the skill varies with amount of food to be eaten, type of food and the condition of the client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Provide for client's modesty, comfort and safety.
4. Facilitate client's ability to set up food for consumption.
5. Facilitate client's ability to select and use appropriate utensil for given food.
6. Facilitate client's ability to bring food and drink to mouth.
7. Facilitate client's ability to safely and adequately chew and swallow food and drink.
8. Facilitate client's ability to cleanse self.
9. Facilitate client's ability to use and care for adaptive device(s)/equipment.
10. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to perform feeding/eating activities.

Observe performance of facilitating client's ability to perform feeding/eating activities.

PRODUCT

Client is facilitated in performing feeding/eating activities.

PROCESS

All performance elements for facilitating client's ability to perform feeding/eating activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN MEDICATION ROUTINE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Medication
Prescribed medication schedule
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to retrieve and self-administer medication.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with type and amount of medication to be taken.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Provide for client's modesty, comfort and safety.
4. Facilitate client's ability to retrieve medication.
5. Facilitate client's ability to open and close medication container.
6. Facilitate client's ability to follow prescribed schedule and dosage for medication.
7. Facilitate client's ability to utilize prescribed method and procedure to self-administer medication.
8. Facilitate client's ability to report any adverse effects and/or problems to physician.
9. Facilitate client's ability to use and care for adaptive device(s).
10. Monitor client during utilization and care of adaptive device(s) for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to retrieve and self-administer medication.

Observe performance of facilitating client's ability to retrieve and self-administer medication.

PRODUCT

Client is facilitated in retrieving and self-administering medication.

PROCESS

All performance elements for facilitating client's ability to retrieve and self-administer medication are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN HEALTH MAINTENANCE.

OCCUPATIONAL THERAPY INTERVENTIONS FOR ACTIVITIES OF DAILY LIVING

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Prescribed fitness program
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to develop and maintain routines for health maintenance.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with type and complexity of fitness/wellness program.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Provide for client's modesty, comfort and safety.
4. Facilitate client's ability to maintain adequate health through proper nutrition and rest.
5. Facilitate client's ability to maintain general health through daily routine for illness prevention.
6. Facilitate client's ability to develop and maintain fitness through adherence to a regular exercise protocol.
7. Facilitate client's ability to seek medical attention for ill health within reasonable period of time.
8. Facilitate client's ability to use and care for adaptive device(s)/equipment.
9. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to develop and maintain routines for health maintenance.

Observe performance of facilitating client's ability to develop and maintain routines for health maintenance.

PRODUCT

Client is provided intervention in developing and maintaining routines for health maintenance.

PROCESS

All performance elements for facilitating client's ability to develop and maintain routines for health maintenance are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Personal device(s)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to access opportunities and interact with other people in appropriate contextual and cultural methods.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number and complexity of social opportunities.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Provide for client's modesty, comfort and safety.
4. Facilitate client's ability to identify and utilize community resources.
5. Facilitate client's ability to access opportunities and interact with other people in appropriate contextual and cultural ways to meet emotional and physical needs.
6. Facilitate client's ability to use and care for adaptive device(s)/equipment and personal device(s).
7. Monitor client during utilization and care of adaptive device(s)/equipment and personal devices for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to access community resources in appropriate contextual and cultural manner.

Observe performance of facilitating client's ability to access community resources and develop in appropriate contextual manner to meet emotional and physical needs.

PRODUCT

Client is facilitated in accessing community resources in appropriate contextual and cultural manner.

PROCESS

All performance elements for facilitating client's socialization are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Appropriate clothing/footwear
Client's environment (e.g., furniture, rugs, rooms, doorways, stairs, etc.)
Wheelchair (manual or powered)
Ambulation aids (e.g. cane, crutches, walker, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to move from one position to another, perform functional mobility and/or transport objects.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of transfer and/or movement, distance to be traveled, environment and/or characteristics of object(s) to be transported.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Identify role of caregivers and address issues, if applicable.
4. Provide for client's modesty, comfort and safety.
5. Facilitate client's ability to move/travel from one position/place to another safely.
6. Facilitate client's ability to transport objects from one place to another.
7. Facilitate client's endurance for performing transitions from one position/place to another.
8. Facilitate client's ability to use and care for adaptive device(s)/equipment.
9. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to move from one position/place to another, perform functional ambulation and/or transport objects.

Observe performance of facilitating client's ability to move from one position/place to another, perform functional ambulation and/or transport objects.

PRODUCT

Client is facilitated in moving from one position/place to another, performing functional ambulation and/or transporting objects.

PROCESS

All performance elements for facilitating client's functional mobility are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN COMMUNITY MOBILITY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Appropriate clothing/footwear
Wheelchair (manual or powered)
Ambulation aids (e.g., crutches, walker, cane, etc.)
Transportation resources
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to move safely and effectively from one location to another and/or access public and private transportation.

PERFORMANCE CRITERIA

Skill is performed safely and effectively with 100% accuracy.

Time required to complete the skill varies with complexity of training to be provided, distance to be traveled, environment and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Identify role of caregivers and address any issues, if applicable.
4. Facilitate client's ability to travel outside of home and/or from one location to another within community utilizing appropriate ambulation aids, adaptive device(s)/equipment and transportation resources.
5. Facilitate client's body mechanics, postural awareness and ability to plan motor movements when traveling outside of home and within community.
6. Facilitate client's endurance and conditioning when traveling outside of home and within community.
7. Facilitate client's ability to perform community mobility safely.
8. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to travel/move safely and effectively outside of the home and within the community.

Observe the performance of facilitating client's ability to travel/move safely and effectively outside of the home and within the community.

PRODUCT

A client is facilitated in traveling/moving safely and effectively within a community setting.

PROCESS

All performance elements for facilitating client's community mobility are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN SEXUAL EXPRESSION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned client
- Client's record
- Relevant others/caregivers
- Adaptive device(s)/equipment
- Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to safely engage in desired intimate and sexual activities.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Address issues of relevant others/caregivers, if applicable.
4. Provide for client's modesty, comfort and safety.
5. Address issues regarding client's limitations related to sexual expression.
6. Facilitate client's ability to use and care for adaptive device(s)/equipment.
7. Monitor client for utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to safely engage in desired intimate and sexual activities.

Observe performance of facilitating client's ability to safely engage in desired intimate and sexual activities.

PRODUCT

Client is facilitated in safely engaging in desired intimate and sexual activities.

PROCESS

All performance elements for facilitating client's ability to safely engage in desired intimate and sexual activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN EMERGENCY RESPONSE.

OCCUPATIONAL THERAPY INTERVENTIONS FOR ACTIVITIES OF DAILY LIVING

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Community resources for emergency response
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to recognize hazardous situations and respond appropriately.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition and type of emergency.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to recognize sudden and unexpected hazardous situations.
4. Facilitate client's ability to effectively utilize community resources for emergency response.
5. Facilitate client's ability to initiate action to reduce the threat of hazardous situations to health and safety.
6. Facilitate client's ability to maintain safety in accomplishment of all activities.
7. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to recognize hazardous situations and respond appropriately.

Observe performance facilitating client's ability to recognize hazardous situations and respond appropriately.

PRODUCT

Client is facilitated in recognizing hazardous situations and responding appropriately.

PROCESS

All performance elements for facilitating client's ability to recognize hazardous situations and respond appropriately are critical and must be performed in sequence.

PROVIDE INTERVENTION IN FUNCTIONAL COMMUNICATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Communication equipment (e.g., telephones, typewriters, computers, paper/pencil, communication boards, call lights, etc.)
Communication devices (e.g., Braille writers, augmentative communication systems, etc.)
Adaptive device(s)/equipment
Personal device(s) (e.g., glasses, prosthesis, orthosis, etc.)
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to use equipment, devices and/or systems to send and receive information.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition and equipment, devices and/or systems to be used.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to grasp and appropriately utilize a writing utensil.
4. Facilitate client's ability to type and/or utilize a computer.
5. Facilitate client's ability to receive and make calls from a telephone.
6. Facilitate client's ability to utilize special device(s).

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to use equipment, devices and/or systems to send and receive information.

Observe performance of facilitating client's ability to use equipment, devices and/or systems to send and receive information.

PRODUCT

Client is facilitated in using equipment, devices and/or systems to send and receive information.

PROCESS

All performance elements for facilitating client's ability to use equipment, devices and/or systems to send and receive information are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN HOME MANAGEMENT – CLOTHING CARE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Laundry supplies/equipment (e.g., washer, dryer, sink, detergent, softener, iron, folding surface, etc.)
Mending supplies
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to care for (clean, fold, iron, store and mend) clothing.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition and clothing care task to be performed.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to sort clothing for appropriate cleaning method.
4. Facilitate client's ability to launder clothing by hand and/or with a washing machine and dryer.
5. Facilitate client's ability to fold clothing when dry, iron and store as appropriate.
6. Facilitate client's ability to mend clothing (e.g., utilize needle and thread to reapply buttons, mend small tears, etc.).
7. Facilitate client's ability to use and care for adaptive device(s).
8. Monitor client during utilization and care of adaptive device(s) for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to care for clothing.

Observe performance of facilitating client's ability to care for clothing.

PRODUCT

Client is facilitated in caring for clothing.

PROCESS

All performance elements for facilitating client's ability to care for clothing are critical and must be performed in sequence.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Cleaning supplies (e.g., soaps, waxes, disinfectants, rags, paper towels, trash bags, etc.)
Cleaning equipment (e.g., scrub brushes, sponges, pail, dustpan/broom, vacuum, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to obtain and utilize supplies and equipment for cleaning his/her home.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition and area to be cleaned.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to pick up, sort and put away belongings in preparation for cleaning an area.
4. Facilitate client's ability to vacuum, sweep and mop floor.
5. Facilitate client's ability to dust and polish furniture surfaces.
6. Facilitate client's ability to scrub any soiled surfaces.
7. Facilitate client's ability to wash windows and clean mirrors.
8. Facilitate client's ability to make beds.
9. Facilitate client's ability to remove trash and recyclables.
10. Facilitate client's ability to use and care for adaptive device(s)/equipment.
11. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to obtain and utilize supplies and equipment for cleaning his/her home.

Observe performance of facilitating client's ability to obtain and utilize supplies and equipment for cleaning his/her home.

PRODUCT

Client is facilitated in obtaining and utilizing supplies and equipment for cleaning his/her home.

PROCESS

All performance elements for facilitating client's ability to clean home are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Food
Kitchen or food preparation area
Food preparation equipment/supplies (e.g., pots/pans, kitchen utensils, appliances, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to perform meal preparation and cleanup activities in a safe manner.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition and amount and complexity of meal to be prepared.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to identify and use safety precautions (i.e., food handling, utensils, appliances, etc.).
4. Facilitate client's ability to plan a nutritious meal.
5. Facilitate client's ability to obtain utensils and ingredients for food preparation.
6. Facilitate client's ability to open containers of food needed for food preparation.
7. Facilitate client's ability to follow a recipe, if required.
8. Facilitate client's ability to utilize utensils appropriately to pour liquids and chop, mix and stir food in meal preparation.
9. Facilitate client's ability to obtain and utilize pots, pans and appliances to cook food.
10. Facilitate client's ability to serve food.
11. Facilitate client's ability to clean up (i.e., clear table and wash, dry and put away dishes, glasses and silverware) after meal consumption.
12. Facilitate client's ability to store unused portions of food.
13. Facilitate client's ability to use and care for adaptive device(s)/equipment.
14. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to perform meal preparation and cleanup activities in a safe manner.

Observe performance of facilitating client's ability to perform meal preparation and cleanup activities.

PRODUCT

Client is facilitated in performing meal preparation and cleanup activities.

PROCESS

All performance elements for facilitating client's ability to perform meal preparation and cleanup activities are critical and must be performed in sequence.

PROVIDE INTERVENTION IN HOME MANAGEMENT - SHOPPING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Paper, pen and/or equipment to itemize objects to be purchased
Store (e.g. grocery, department, hardware, internet website, etc.)
Method of payment (cash, checks, charge cards, government program cards, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to shop for household and/or personal needs.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's condition, number and size of items to be purchased and type of store.

PERFORMANCE ELEMENTS

1. Review occupational therapy record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to prepare/itemize shopping list.
4. Facilitate client's ability to select items in efficient manner.
5. Facilitate client's ability to complete selection and payment transaction.
6. Facilitate client's ability to use and care for adaptive device(s)/equipment.
7. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to shop for household and/or personal needs.

Observe performance of facilitating client's ability to organize and perform shopping and payment transaction activities.

PRODUCT

Client is facilitated in organizing and performing shopping and payment transaction activities.

PROCESS

All performance elements for facilitating client's ability to perform shopping and payment transaction activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN HOME MANAGEMENT – MONEY MANAGEMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned client
- Client's record
- Budget log
- Pen/pencil and/or computer hardware/software
- Bills
- Method of payment (cash, checks, charge cards, government program cards, etc.)
- Adaptive device(s)/equipment
- Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to manage money.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number of bills to be paid and complexity of client's budget.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to identify and access sources of income.
4. Facilitate client's ability to plan a budget for household and personal expenses.
5. Facilitate client's ability to select payment type, pay bills in a timely manner and appropriately record payments.
6. Facilitate client's ability to utilize banking services (e.g., checking account, cash station, depositing of monies, etc.).
7. Facilitate client's ability to use and care for adaptive device(s)/equipment.
8. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to manage money.

Observe performance of facilitating client's ability to manage money.

PRODUCT

Client is facilitated in managing money.

PROCESS

All performance elements for facilitating client's ability to manage money are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN HOME MANAGEMENT – HOUSEHOLD MAINTENANCE.

OCCUPATIONAL THERAPY INTERVENTIONS FOR WORK AND PRODUCTIVE ACTIVITIES

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Household supplies/equipment
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to maintain household items in good repair.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number and complexity of household items requiring maintenance/repair.

PERFORMANCE ELEMENTS

1. Review occupational therapy record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to recognize household items requiring maintenance and/or repair.
4. Facilitate client's ability to select appropriate tools, materials and/or equipment for maintenance/repair.
5. Facilitate client's ability to maintain/repair items and/or arrange for repair service.
6. Facilitate client's ability to use and care for adaptive device(s)/equipment.
7. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to maintain household items in good repair.

Observe performance of facilitating client's ability to maintain household items in good repair

PRODUCT

Client is facilitated in maintaining household items in good repair.

PROCESS

All performance elements for facilitating client's ability to perform household maintenance are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN HOME MANAGEMENT – MAINTAIN SAFE LIVING ENVIRONMENT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Safety equipment/supplies
Household safety procedures/guidelines
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to recognize and maintain a safe living environment.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies depending on client's previous experience with household safety procedures and complexity of safety measures taken.

PERFORMANCE ELEMENTS

1. Review occupational therapy record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to recognize a situation (e.g., water spills, outlet covers, door safety latches, extension cords, fire hazards, etc) requiring a preventative response.
4. Facilitate client's ability to organize everyday activities and environment in a safe manner to prevent injuries.
5. Assist client regarding client's ability to use and care for adaptive device(s)/equipment.
6. Monitor client during utilization and care of adaptive device(s)/equipment for safety and effectiveness.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to recognize and maintain a safe living environment.

Observe performance of facilitating client's ability to recognize and maintain a safe living environment.

PRODUCT

Client is facilitated in recognizing and maintaining a safe living environment.

PROCESS

All performance elements for facilitating client's ability to recognize and maintain a safe living environment are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Caregiver supplies/equipment
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to provide care for children, spouse, parents, pets and others.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number of individuals and things to be cared for and complexity of activities to be carried out.

PERFORMANCE ELEMENTS

1. Review occupational therapy record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to communicate effectively with individuals in his/her care.
4. Facilitate client's ability to recognize needs of individuals and things in his/her care.
5. Facilitate client's ability to respond appropriately to needs of things and individuals needing care.
6. Facilitate client's ability to utilize age appropriate activities to meet needs of individuals in his/her care.
7. Facilitate client's ability to use and care for adaptive device(s)/equipment.
8. Facilitate client's ability to identify sources of caregiver stress and access appropriate resources.
9. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to provide care for individuals and things.

Observe performance of facilitating client's ability to provide care for individuals and things.

PRODUCT

Client is facilitated in providing care for children, spouse, pets, parents and others.

PROCESS

All performance elements for facilitating client's ability to care for individuals and things are critical. The performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN EDUCATIONAL ACTIVITIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned client
- Client's record
- Educational resources
- Adaptive device(s)/equipment
- Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to participate fully in academic, community and/or work-sponsored learning environments.

PERFORMANCE CRITERIA

Skill is performed safely and effectively with 100% accuracy.

Time required to complete the skill varies with amount and complexity of educational material to be learned.

PERFORMANCE ELEMENTS

1. Review occupational therapy record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to explore educational interests.
4. Facilitate client's ability to plan learning program to meet educational goals.
5. Facilitate client's ability to attend formal and/or informal educational class and/or lecture.
6. Facilitate client's ability to manage assignments (e.g., collect appropriate study materials to complete papers, study for exams, etc.).
7. Facilitate client's ability to participate in group learning experiences (i.e., prepare for and contribute knowledgeably to discussions).
8. Facilitate client's ability to use and care for adaptive device(s)/equipment.
9. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to participate in academic, community or work-sponsored learning environments.

Observe performance of facilitating client's ability to participate in academic, community or work-sponsored learning environments.

PRODUCT

Client is facilitated in exploring, selecting and fully participating in academic, community or work-sponsored learning environments.

PROCESS

All performance elements for facilitating client's ability to participate educational activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN VOCATIONAL ACTIVITIES - VOCATIONAL EXPLORATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Job/task descriptions
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to participate in vocational pursuits

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of client's vocational pursuit.

PERFORMANCE ELEMENTS

1. Review occupational therapy chart for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to seek career counseling.
4. Facilitate client's ability to identify and develop interests and skills related to a given vocation.
5. Facilitate client's ability to use and care for adaptive device(s)/equipment.
6. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to participate in vocational pursuits.

Observe performance of facilitating client's ability to participate in vocational pursuits.

PRODUCT

Client is facilitated in participating in vocational pursuits.

PROCESS

All performance elements for facilitating client's ability to participate in vocational pursuits are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN VOCATIONAL ACTIVITIES – JOB ACQUISITION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Employment sources (e.g., newspapers, journals, employment agencies, etc.)
Employment application
Personal device(s) (e.g., glasses, prosthesis, orthosis, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to acquire desired employment.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity and length of time required to complete employment process.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client in identification and selection of work opportunities from appropriate sources (e.g., newspaper, journals, employment agencies, etc.).
4. Facilitate client's ability to complete application process for selected job.
5. Facilitate client's ability to prepare for and successfully complete interview process.
6. Facilitate client's ability to use and care for adaptive device(s)/equipment.
7. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of client's ability to select, prepare for and complete application for selected job.

Observe performance of facilitating client's ability to effectively complete application for selected job.

PRODUCT

Client is facilitated in selecting, preparing for and completing application for selected job.

PROCESS

All performance elements for facilitating client's ability to prepare for and complete application for selected job are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN VOCATIONAL ACTIVITIES – WORK OR JOB PERFORMANCE.

OCCUPATIONAL THERAPY INTERVENTIONS FOR WORK AND PRODUCTIVE ACTIVITIES

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Job/task descriptions
Personal devices (e.g., glasses, prosthesis, orthosis, etc.)
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to perform job tasks in a timely and effective manner.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of job tasks to be performed and condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to identify and incorporate work behaviors.
4. Facilitate client's ability to perform job-related tasks in a timely and effective manner.
5. Facilitate client's ability to use and care for adaptive device(s)/equipment.
6. Monitor client's interaction with employer, co-workers and work environment.
6. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's performance of job-related tasks.

Observe performance of facilitating client's performance of job-related tasks.

PRODUCT

A client is facilitated in performing job-related tasks in a timely and effective manner.

PROCESS

All performance elements for facilitating client's ability to perform job-related tasks are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN AVOCATIONAL ACTIVITIES – RETIREMENT PLANNING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Avocation resources
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to develop interests and select avocational pursuit(s).

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of avocation chosen.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to identify and develop interests and aptitudes leading to selection of avocation.
4. Facilitate client's ability to identify and develop skills pertaining to selected avocation.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to identify and develop interests and select a given avocation.

Observe performance of facilitating client's ability to select and develop skills pertaining to a selected avocation.

PRODUCT

Client is facilitated in selecting and developing skills pertaining to a given avocation.

PROCESS

All performance elements for facilitating client's ability to select and develop skills pertaining to selected avocation are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN AVOCATIONAL ACTIVITIES – VOLUNTEER PARTICIPATION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

- Assigned client
- Client's record
- Volunteer task descriptions
- Volunteer resources
- Adaptive device(s)/equipment
- Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to perform unpaid activities for benefit of select cause(s).

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number of activities involved in selected volunteer task.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to select given volunteer activity in which to participate.
4. Facilitate client's ability to perform volunteer activities for benefit of selected individuals, groups or causes.
5. Facilitate client's ability to use and care for adaptive device(s)/equipment.
6. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to perform volunteer activities.

Observe performance of facilitating client's ability to perform volunteer activities.

PRODUCT

Client is facilitated in performing tasks related to volunteer activities.

PROCESS

All performance elements for facilitating client's ability to perform tasks related to volunteer activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN PLAY/LEISURE – EXPLORATION.

OCCUPATIONAL THERAPY INTERVENTIONS FOR PLAY AND LEISURE ACTIVITIES

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Play/leisure resources
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to explore and identify interests for play/leisure activities.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with the client's expressed number of interests.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to identify interests, skills and opportunities related to play/leisure activities.
4. Facilitate client's ability to select play/leisure activities based on identified interests.
5. Facilitate client's ability to use and care for adaptive device(s)/equipment.
6. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to explore and identify interests and opportunities for play/leisure activities.

Observe performance of facilitating client's ability to explore and identify interests and opportunities for play/leisure activities.

PRODUCT

Client is facilitated in identifying interests and opportunities for play/leisure activities.

PROCESS

All performance elements for facilitating client's ability to identify interests and opportunities for play/leisure activities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN PLAY/LEISURE – PERFORMANCE.

OCCUPATIONAL THERAPY INTERVENTIONS FOR PLAY OR LEISURE ACTIVITIES

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Play/leisure resources
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to participate in play/leisure activities.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with number and complexity of play/leisure activities in which client participates.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to identify need for play/leisure activities.
4. Facilitate client's ability to plan for participation in play/leisure activities.
5. Facilitate client's ability to participate in selected play/leisure activities.
6. Facilitate client's ability to obtain, utilize and maintain equipment and/or supplies specific to selected play/leisure activities.
7. Facilitate client's ability to use and care for adaptive device(s)/equipment.
8. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to plan for and participate in play/leisure activities.

Observe performance of facilitating client's ability to plan for and participate in play/leisure activities.

PRODUCT

Client is facilitated in planning and participating in play/leisure activities.

PROCESS

All performance elements for facilitating client's ability to plan for and participate in play/leisure activities are critical. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN SENSORY AWARENESS AND PROCESSING.

OCCUPATIONAL THERAPY INTERVENTIONS FOR SENSORIMOTOR INTEGRATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Sensory materials/resources
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to receive, differentiate, interpret and respond to sensory stimuli.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with condition of client and number and variety of sensory stimuli.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to receive, differentiate and interpret the following areas of sensory stimuli:
   a. Auditory
   b. Gustatory
   c. Visual
   d. Tactile
   e. Proprioceptive
   f. Vestibular
   g. Olfactory
4. Monitor client's response to sensory stimuli.
5. Facilitate client's ability to receive, differentiate and interpret two or more sensory stimuli.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to receive, differentiate and interpret sensory stimuli.

Observe performance of facilitating client's ability to receive, differentiate and interpret sensory stimuli.

PRODUCT

Client is facilitated in receiving, differentiating and interpreting sensory stimuli.

PROCESS

All performance elements for facilitating client's sensory awareness and processing are critical and must be performed in sequence.

PROVIDE INTERVENTION IN PERCEPTUAL PROCESSING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Sensory/perceptual materials/resources
Adaptive device(s)/equipment
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to organize sensory input into meaningful patterns.

PERFORMANCE CRITERIA

Skill is performed safely and effectively with 100% accuracy.

Time required to complete the skill varies with complexity and amount of sensory input to be organized.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to organize sensory input into the following meaningful patterns:
   a. Stereognosis
   b. Kinesthesia
   c. Pain response
   d. Body scheme
   e. Right/left discrimination
   f. Form constancy
   g. Position in space
   h. Visual closure
   i. Figure ground
   j. Depth perception
   k. Spatial relations
   l. Topographical orientation
4. Monitor client's response to sensory input.
5. Adapt sensory input as needed.
6. Facilitate client's ability to use and care for adaptive device(s)/equipment.
7. Monitor client during utilization and care of adaptive device(s)/equipment for safety, effectiveness and physiological and emotional responses.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to organize sensory input into meaningful patterns.

Observe performance of facilitating client's ability to organize sensory input into meaningful patterns.

PRODUCT

Client is facilitated in organizing sensory input into meaningful patterns.

PROCESS

All performance elements for facilitating client's perceptual processing are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN NEUROMUSCULOSKELETAL RESPONSES.

OCCUPATIONAL THERAPY INTERVENTIONS FOR SENSORIMOTOR INTEGRATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Neuromusculoskeletal materials/resources
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to receive input, process information and respond to neuromusculoskeletal parameters.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount of neuromusculoskeletal input to be received and processed.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to receive input, process information and respond to the following neuromusculoskeletal parameters:
   a. Reflex
   b. Range of motion
   c. Muscle tone
   d. Strength
   e. Endurance
   f. Postural control
   g. Postural alignment
   h. Soft tissue integrity

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to receive input, process information and respond to reflex, range of motion, muscle tone, strength, endurance, postural control, postural alignment and soft tissue integrity.

Observe performance of facilitating client's ability to receive input, process information and respond to neuromusculoskeletal stimuli.

PRODUCT

Client is facilitated in receiving input, processing information and responding to neuromusculoskeletal parameters.

PROCESS

All performance elements for facilitating a client's ability to respond to neuromusculoskeletal stimuli are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN MOTOR FUNCTION/PERFORMANCE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Motor function/performance resources/materials
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to receive input, process information and respond to motor function/performance.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount of motor input received and processed.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to receive input, process information and respond to the following motor parameters:
   a. Gross motor coordination
   b. Crossing midline
   c. Laterality
   d. Bilateral integration
   e. Motor control
   f. Praxis
   g. Fine motor coordination/dexterity
   h. Visual-motor integration
   i. Oral-motor control

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to receive input, process information and respond to the following motor components: gross motor coordination, crossing the midline, laterality, bilateral integration, motor control, praxis, fine motor coordination/dexterity, visual-motor integration and oral-motor control.

Observe the performance of facilitating client's ability to receive input, process information and respond to motor stimuli.

PRODUCT

Client is facilitated in receiving input, processing information and responding to motor function components.

PROCESS

All performance elements for facilitating client's motor function/performance are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN COGNITIVE INTEGRATION AND COGNITIVE COMPONENTS.

OCCUPATIONAL THERAPY INTERVENTIONS FOR COGNITIVE INTEGRATION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Cognitive integration materials/resources
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to use higher brain functions.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with amount and complexity of cognitive information received and processed.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to use higher brain functions in the following areas:
   a. Level of arousal
   b. Orientation
   c. Recognition
   d. Attention span
   e. Initiation/termination of activity
   f. Memory
   g. Sequencing
   h. Categorization
   i. Concept formation
   j. Spatial operations
   k. Problem solving
   l. Learning
   m. Generalization

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to receive input, process information and respond to the following higher brain functions: level of arousal, orientation, recognition, attention span, initiation and termination of activity, memory, sequencing, categorization, concept formation, spatial operations, problem solving, learning and generalization.

Observe performance of facilitating client's ability to receive input, process information and respond to higher level brain functions.

PRODUCT

Client is facilitated in using higher brain functions.

PROCESS

All performance elements for facilitating client's cognitive integration and cognitive components are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN PSYCHOLOGICAL STATUS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to identify, integrate, apply and communicate values, interests and self-concept.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with condition of client and complexity of values, interests and self-concepts to be identified and communicated.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to identify ideas and/or beliefs that are important (values).
4. Facilitate client's ability to integrate and apply values.
5. Facilitate client's ability to identify mental and/or physical activities that create pleasure and maintain attention (interests).
6. Facilitate client's ability to integrate and apply interests.
7. Facilitate client's ability to develop the value of physical, emotional and/or sexual self (self-concept).
8. Facilitate client's ability to integrate and apply self-concept.
9. Monitor client's ability to integrate and apply values, interests, and self-concept.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to identify, integrate, apply and communicate personal values and self-interests and develop a positive self-concept.

Observe performance of facilitating client's ability to identify, integrate, apply and communicate personal values and self-interests and develop a positive self-concept.

PRODUCT

Client is facilitated in identifying, integrating, applying, and communicating beliefs that are important to himself/herself; identifying activities (physical and mental) that create positive feelings; and identifying activities that develop a positive physical, emotional and sexual self-image.

PROCESS

All performance elements for facilitating client's ability regarding psychological status are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN SOCIAL SKILLS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to interact in society.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with condition of client and complexity of social interaction.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to identify, maintain and balance functions and/or roles assumed to participate in society.
4. Facilitate client's ability to interact with others through appropriate use of manners, observation of personal space, establishment of eye contact, use of gestures, active listening and self-expression.
5. Facilitate client's ability to use verbal and nonverbal communication to interact in a variety of settings.
6. Facilitate client's ability to utilize a variety of skills and styles to express thoughts, feelings and needs.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to assume a balanced role and interact in a social context through use of appropriate self-expression and interpersonal skills.

Observe performance of facilitating client's ability to assume a balanced role and interact in a social context through use of appropriate self-expression and interpersonal skills.

PRODUCT

Client is facilitated in identifying performance roles and interacting appropriately within a given societal context.

PROCESS

All performance elements for facilitating client's social skills are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

PROVIDE INTERVENTION IN SELF-MANAGEMENT ABILITIES.

OCCUPATIONAL THERAPY INTERVENTIONS FOR PSYCHOSOCIAL AWARENESS

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Agency policy and procedures

WORK TO BE PERFORMED

Facilitate client's ability to manage own behaviors.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Facilitate client's ability to identify and manage stress and factors related to stress.
4. Facilitate client's ability to maintain health by balancing participation in the activities of self-care, work, leisure and rest.
5. Facilitate client's ability to modify his/her own behavior in response to environmental needs, constraints, personal aspirations and feedback from others.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of facilitating client's ability to identify and manage stress through appropriate time management and self-modification of behaviors.

Observe performance of facilitating client's ability to manage himself/herself.

PRODUCT

Client is facilitated in managing own behaviors.

PROCESS

All performance elements for facilitating client's self-management abilities are critical. Performance elements are numbered to show appropriate sequence for completing the skill; however, a different sequence may be used.

APPLY CRYOTHERAPY MODALITIES.

ADJUNCTIVE OCCUPATIONAL THERAPY INTERVENTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Cryotherapy equipment/supplies
Timer
Manufacturer's specifications
Agency policy and procedures

WORK TO BE PERFORMED

Apply cryotherapy modalities to client according to occupational therapy plan of care and communicate results to occupational therapist.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with type of modality applied.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Prepare environment and client providing for modesty, comfort and safety.
4. Assess client before applying modality, including skin condition, skin sensation and other contraindicated conditions.
5. Apply modality as directed in plan of care.
   a. Cold packs
      (1) Prepare cold pack.
      (2) Apply and secure cold pack to body area.
      (3) Cover cold pack with dry toweling to slow warming.
      (4) Set timer for 15-20 minutes.
      (5) Leave client with signal device within reach.
   b. Ice massage
      (1) Remove any sharp edges from ice by running under warm water.
      (2) Explain sensation (e.g., coldness, burning, aching, numbing, etc.) cycle to client.
      (3) Note time and begin ice massage using moderate speed and rhythmic motion.
      (4) Use dry towel to prevent dripping or running of water on client's skin.
      (5) Continue ice massage until anesthesia is reached.
      (6) Monitor client throughout application of modality for physiological responses.
      (7) Adjust treatment within plan of care based on client response.
      (8) Implement purposeful activity.
      (9) Record and communicate client response to occupational therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test principles and techniques of applying cryotherapy modalities.

Observe performance of applying cryotherapy modalities.

PRODUCT

Cryotherapy modalities are applied according to occupational therapy plan of care and results are communicated to occupational therapist.

PROCESS

All performance elements for applying cryotherapy modalities are critical and must be performed in sequence.

APPLY SUPERFICIAL THERMAL MODALITIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Superficial thermal equipment/supplies
Manufacturer's specifications
Agency policy and procedures

WORK TO BE PERFORMED

Apply superficial thermal modalities to client within occupational therapy plan of care and communicate results to occupational therapist.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with type of modality applied.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Prepare client providing for modesty, comfort and safety.
4. Assess client before applying modality for skin condition, skin sensation and other contraindicated conditions.
5. Apply superficial thermal modalities to client according to plan of care.
   a. Commercial hot packs
      (1) Place three or more layers of toweling over area to be treated.
      (2) Prepare hot pack and place securely on area to be treated.
      (3) Cover entire area with additional dry toweling.
   b. Paraffin
      (1) Check temperature of bath to verify that it is 125-127 degrees Fahrenheit.
      (2) Wash body part to be treated.
      (3) Check body part for skin integrity. If open wound is present, do not perform modality.
      (4) Fold two towels lengthwise and set aside.
      (5) Instruct client to dip body part 6-12 times allowing paraffin to harden prior to dipping each time.
      (6) Wrap body part in plastic and several layers of toweling; secure wrap with rubber band or tape.

c. Fluidotherapy
   (1) Allow unit to preheat according to manufacturer's instructions.
   (2) Set temperature according to plan of care (usually between 115-123 degrees Fahrenheit).
   (3) Wash body part to be treated.
   (4) Check body part for skin integrity. If open wound is present, place body part in plastic bag or large glove.
   (5) Instruct client to insert body part into sleeve.

6. Set timer for designated time of treatment (15-30 minutes) and provide client with call system.
7. Monitor client throughout application of modality for response.
8. Remove superficial heat source at conclusion of treatment.
9. Implement purposeful activity.
10. Perform post-treatment assessment.
11. Return heat source to appropriate storage area and dispose of all used linens.
12. Record and communicate patient response to occupational therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of superficial thermal modalities.

Observe performance of applying superficial thermal modalities.

PRODUCT

Superficial thermal modality is applied and results are communicated to occupational therapist.

PROCESS

All performance elements for applying superficial thermal modalities are critical and must be performed in sequence.

APPLY COMPRESSION DEVICE.

ADJUNCTIVE OCCUPATIONAL THERAPY INTERVENTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Compression device
Tape measure
Equipment for measuring vital signs
Stockinette
Manufacturer's specifications
Agency policy and procedures

WORK TO BE PERFORMED

Apply compression device to client according to occupational therapy plan of care and communicate results to occupational therapist.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of condition being treated.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Prepare environment and gather all necessary equipment and supplies.
4. Prepare client while providing for modesty, comfort and safety.
5. Assess client for the following:
   a. Skin integrity
   b. Skin sensation
   c. Girth measurement of part to be treated
   d. Blood pressure
   e. Other contraindicated conditions
6. Slightly elevate (approximately 30 degrees) body part to receive treatment.
7. Apply stockinette to client body part, smoothing any wrinkles.
8. Apply device to body part receiving treatment.
9. Turn unit on and gradually increase pressure to prescribed level (not to exceed client's blood pressure).
10. Set timer for treatment duration and provide client with call system.
11. Monitor client during treatment for physiological responses.

12. Remove device at termination of treatment and perform post-treatment inspection.
13. Implement purposeful activity.
14. Wrap area treated with elastic bandage to retain reduction.
15. Record and communicate to occupational therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of applying compression device.

Observe performance of applying compression device.

PRODUCT

Compression device is applied according to occupational therapy plan of care and results are communicated to the occupational therapist.

PROCESS

All performance elements for applying compression device are critical and must be performed in sequence.

APPLY CONTINUOUS PASSIVE MOTION (CPM) DEVICE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Continuous Passive Motion (CPM) equipment and supplies
Manufacturer's specifications
Agency policy and procedures

WORK TO BE PERFORMED

Apply continuous passive motion device to client within occupational therapy plan of care and communicate results to occupational therapist.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time required to complete the skill varies with complexity of condition of client and duration of prescribed treatment.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Prepare client while providing for modesty, comfort and safety.
4. Prepare environment and equipment according to manufacturer's instructions.
5. Position client's limb on device, taking care to align joints correctly.
6. Set range of motion limits and speed per physician prescription.
7. Note time that modality was started.
8. Provide client with "kill switch" and call system.
9. Terminate treatment and remove client limb from equipment.
10. Record client response and communicate results to occupational therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of applying CPM device.

Observe performance of applying CPM device.

PRODUCT

CPM device is applied according to occupational therapy plan of care and results are communicated to occupational therapist.

PROCESS

All performance elements for applying continuous passive motion device are critical and must be performed in sequence.

APPLY HYDROTHERAPY.

ADJUNCTIVE OCCUPATIONAL THERAPY INTERVENTION

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Assigned client
Client's record
Hydrotherapy equipment/supplies
Linens
Personal Protective Equipment (PPE)
Manufacturer's specifications
Agency policy and procedures

WORK TO BE PERFORMED

Perform hydrotherapy treatment on client according to occupational therapy plan of care and communicate results to occupational therapist.

PERFORMANCE CRITERIA

Skill is performed with 100% accuracy.

Time to prepare client and terminate treatment varies with condition of client.

PERFORMANCE ELEMENTS

1. Review client record for relevant information.
2. Identify client and explain procedure.
3. Prepare environment.
4. Don PPE as required.
5. Prepare client while providing for modesty, comfort and safety.
6. Verify that tank/container is adequately filled and at correct temperature.
7. Position client so that area to be treated is submerged.
8. Adjust agitation force and direction to patient comfort.
9. Set timer for duration (20-30 minutes).
10. Implement purposeful activity during or directly following treatment.
11. Monitor client throughout application of modality.
12. Upon termination of treatment, remove and dry body part.
13. Perform post-treatment assessment.
14. Record and communicate client response to occupational therapist.

PERFORMANCE ASSESSMENT CRITERIA

Test principles of applying hydrotherapy.

Observe safety, effectiveness and efficiency of applying hydrotherapy.

PRODUCT

A hydrotherapy treatment is performed according to occupational therapy plan of care and results are communicated to occupational therapist.

PROCESS

All performance elements for performing hydrotherapy treatment are critical and must be performed in sequence.

Data Collection	Those processes/procedures used to gather information through observation, measurement and subjective, objective and functional findings; progression toward goals; and interpretive processes/procedures applied to formulate a judgment/decision within the established occupational therapy plan of care.
Client	Individual who can benefit from occupational therapy services.
Intervention	The purposeful and skilled interaction of the occupational therapist and/or occupational therapy assistant with the client and, when appropriate, with other individuals involved in the client's care, using various methods and techniques to produce changes in the client's condition consistent with the diagnosis and prognosis.
Occupational Therapist	A person who is a graduate of an accredited occupational therapy education program and is licensed to practice occupational therapy.
Occupational Therapy Assistant	An individual who is a graduate of an accredited occupational therapy assistant program and is licensed to assist the occupational therapist in the provision of occupational therapy. The occupational therapy assistant may perform occupational therapy and related tasks that have been selected by and are under the direction of the occupational therapist.
Occupational Therapy Aide	Any support personnel who may be involved in the provision of occupational therapy directed support services which are limited to tasks which may include methods and techniques that do not require clinical decision-making or clinical problem solving. The aide may only function with the continuous on-site supervision of the occupational therapist or occupational therapy assistant.
Plan of Care	Based on the occupational therapy evaluation, a description of the management of a client's care, including treatment, interventions, short- and long-term goals and requirements for discharge.
Screening	A process used to determine the need for further evaluation or consultation by an occupational therapist or for referral to another health professional based on an existing tool that is preselected.

Supervision	A process where two or more people actively participate in a joint effort to establish, maintain and elevate a level of performance, structured according to the supervisee's qualifications, position, level of preparation, depth of experience and the environment within which the supervisee functions.
Treatment	One or more interventions used to produce changes in the health or functional status of the client.

Academic Skills	Skills (and related knowledge) contained in the subject areas and disciplines addressed in most national and state educational standards, including English, mathematics, science, etc.
Assessment	A process of measuring performance against a set of standards through examinations, practical tests, performance observations and/or the completion of work portfolios.
Content Standard	A specification of what someone should know or be able to do to successfully perform a work activity or demonstrate a skill.
Critical Work Functions	Distinct and economically meaningful sets of work activities critical to a work process or business unit which are performed to achieve a given work objective with work outputs that have definable performance criteria. A critical work function has three major components: • **Conditions of Performance:** The information, tools, equipment and other resources provided to a person for a work performance. • **Work to Be Performed:** A description of the work to be performed. • **Performance Criteria:** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance), process or procedure requirements (e.g., safety, standard professional procedures) and time and resource requirements. The IOSSCC requires that these performance criteria be further specified by more detailed individual performance elements and assessment criteria.
Credentialing	The provision of a certificate or award to an individual indicating the attainment of a designated set of knowledge and skills and/or the demonstration of a set of critical work functions for an industry/occupational area.
Illinois Occupational Skill Standards and Credentialing Council (IOSSCC)	Legislated body representing business and industry which establishes skill standards criteria, endorses final products approved by the industry subcouncil and standards development committee and assists in marketing and dissemination of occupational skill standards.
Industry	Type of economic activity, or product or service produced or provided in a physical location (employer establishment). They are usually defined in terms of the Standard Industrial Classification (SIC) system.

Industry Subcouncil	Representatives from business/industry and education responsible for identifying and prioritizing occupations for which occupational performance skill standards are adapted, adopted or developed. They establish standards development committees and submit developed skill standards to the IOSSCC for endorsement. They design marketing plans and promote endorsed skill standards across the industry.
Knowledge	Understanding the facts, principles, processes, methods and techniques related to a particular subject area, occupation or industry.
Occupation	A group or cluster of jobs, sharing a common set of work functions and tasks, work products/services and/or worker characteristics. Occupations are generally defined in terms of a national classification system including the Standard Occupational Classification (SOC), Occupational Employment Statistics (OES) and the Dictionary of Occupational Titles (DOT).
Occupational Cluster	Grouping of occupations from one or more industries that share common skill requirements.
Occupational Skill Standards	Specifications of content and performance standards for critical work functions or activities and the underlying academic, workplace and occupational knowledge and skills needed for an occupation or an industry/occupational area.
Occupational Skills	Technical skills (and related knowledge) required to perform the work functions and activities within an occupation.
Par Levels	Par refers to a specific quantity of items kept in stock to ensure efficient operation. Par levels are set by property and/or corporate management based on calculations of past usage and projected occupancy.
Performance Standard	A specification of the criteria used to judge the successful performance of a work activity or the demonstration of a skill.
Product Developer	Individual contracted to work with the standard development committee, state liaison, industry subcouncil and IOSSCC for the adaptation, adoption or development of skill standards content.
Reliability	The degree of precision or error in an assessment system so repeated measurements yield consistent results.

Skill	A combination of perceptual, motor, manual, intellectual and social abilities used to perform a work activity.
Skill Standard	Statement that specifies the knowledge and competencies required to perform successfully in the workplace.
Standards Development Committee	Incumbent workers, supervisors and human resource persons within the industry who perform the skills for which standards are being developed. Secondary and postsecondary educators are also represented on the committee. They identify and verify occupational skill standards and assessment mechanisms and recommend products to the industry subcouncil for approval.
State Liaison	Individual responsible for communicating information among all parties (e.g., IOSSCC, subcouncil, standard development committee, product developer, project director, etc.) in skill standard development.
Third-Party Assessment	An assessment system in which an industry-designated organization (other than the training provider) administers and controls the assessment process to ensure objectivity and consistency. The training provider could be directly involved in the assessment process under the direction and control of a third-party organization.
Validity	The degree of correspondence between performance in the assessment system and job performance.
Workplace Skills	The generic skills essential to seeking, obtaining, keeping and advancing in any job. These skills are related to the performance of critical work functions across a wide variety of industries and occupations including problem solving, leadership, teamwork, etc.

Margaret Blackshere	AFL-CIO
Judith Hale	Hale Associates
Michael O'Neill	Chicago Building Trades Council
Janet Payne	United Samaritans Medical Center
Harold Reetz	Illinois Fertilizer & Chemical Association Potash and Phosphate Institute
Gene Rupnik	Hospitality Industry
Jim Schultz	Illinois Retail Merchants Association Walgreen Company
Larry Vaughn	Illinois Chamber of Commerce

Joseph A. Bonefeste, Ph.D.	Chair Health and Social Services Subcouncil
Bob Burger	Executive Director IAHMO
Jane Clark	Clinical Educator The Glenbrook Hospital
Edward J. Fesco, M.D.	Physician
Suellen Funk	Representative of the Illinois Nurse Association
Susan Duda Gardiner, RN, BSN	Director of Clinical Services Illinois Council on Long Term Care
Paula Garrott, Ed.M., MT (ASCP), CLS (NCA)	Associate Professor and Director Clinical Laboratory Science Program University of Illinois at Springfield
Nancy Krier	Illinois Hospital Association
Cheryl Lowney	Senior Vice-President, Nursing Services Heritage Enterprises
Jan Matuska, R.N.	Curriculum Coordinator Pekin High School
Sharon McClellan, M.S., R.N.C.	Medical Center Educator Veterans Administration Medical Center
Peter Paulson, D.D.S.	Past President, Illinois State Dental Society
Creighton J. Petkovich	United Samaritans Medical Center
Jane B. Pond, L.P.N.	President, Licensed Practical Nurses Association of Illinois
Barbara Sullivan	Executive Director VNA Central Illinois
Dr. Walter Zinn	Optometrist
Kathryn Torricelli	State Liaison Illinois State Board of Education

APPENDIX D

OCCUPATIONAL THERAPY CLUSTER STANDARDS DEVELOPMENT COMMITTEE

Lynne Barnes, OTR/L	Carle Therapy Services Urbana, IL
Patrick Bloom, MA, OTR/L	Therapy Program Manager Sundance Rehabilitation Glenview, IL
Ruth Campbell, OTR/L	Program Director Lincoln Land Community College Springfield, IL
Anne Eisenhauer, COTA/L	Parkway Manor Marion, IL
Kathryn Melin-Eberhardt, MAEd, COTA/L	South Suburban College South Holland, IL
Terry Garbaciak, OTR/L	Clinical Director of Occupational Therapy Edgewater Rehabilitation Association Skokie, IL
Karen Gurney, OTR/L, COTA/L	Special Education District #801 Private Practice for Early Intervention Belle Rive, IL
Pam Hale, COTA/L	White County Medical Center Carmi, IL
Mark Lovellette, COTA/L	Harrisburg Medical Center Eldorado, IL
Maureen Massart-Reardon, COTA/L	Edgewater Rehabilitation Association Chicago, IL
Jennifer Myler, MPH, OTR/L	Coordinator for Occupational Therapy Assistant Program South Suburban College Chicago, IL
Anita Niehues, MS, OTR/L	Northwestern Illinois Association Elgin, IL
Coletta Sargant, OTR/L	Director, Therapeutic Services Northwestern Memorial Hospital Chicago, IL

Angie Shoup, COTA/L	St. Mary's Good Samaritan Regional Health Center Woodlawn, IL
Nancy Simmons, MHS, OTR/L	Healthcare Innovations, Inc. Woodlawn, IL
Verlinda Street, OTR/L	Southern Illinois Collegiate Common Market Harrisburg, IL
Elizabeth Wheeler, OTR/L	Private Practice – Occupational Therapy Services Benton, IL
Kathy Whiteside, OTR/L	Rehabilitation Department Memorial Hospital of Carbondale Carbondale, IL
Patricia Johnson, MOT, PT, P.C.S.	Product Developer Director of Rehabilitation Services Shriners Hospital for Children - Chicago
Kathryn Torricelli	State Liaison Illinois State Board of Education

A. Developing an Employment Plan	1.	Match interests to employment area.
	2.	Match aptitudes to employment area.
	3.	Identify short-term work goals.
	4.	Match attitudes to job area.
	5.	Match personality type to job area.
	6.	Match physical capabilities to job area.
	7.	Identify career information from counseling sources.
	8.	Demonstrate a drug-free status.
B. Seeking and Applying for Employment Opportunities	1.	Locate employment opportunities.
	2.	Identify job requirements.
	3.	Locate resources for finding employment.
	4.	Prepare a resume.
	5.	Prepare for job interview.
	6.	Identify conditions for employment.
	7.	Evaluate job opportunities.
	8.	Identify steps in applying for a job.
	9.	Write job application letter.
	10.	Write interview follow-up letter.
	11.	Complete job application form.
	12.	Identify attire for job interview.
C. Accepting Employment	1.	Apply for social security number.
	2.	Complete state and federal tax forms.
	3.	Accept or reject employment offer.
	4.	Complete employee's Withholding Allowance Certificate Form W-4.
D. Communicating on the Job	1.	Communicate orally with others.
	2.	Use telephone etiquette.
	3.	Interpret the use of body language.
	4.	Prepare written communication.
	5.	Follow written directions.
	6.	Ask questions about tasks.
E. Interpreting the Economics of Work	1.	Identify the role of business in the economic system.
	2.	Describe responsibilities of employee.
	3.	Describe responsibilities of employer or management.
	4.	Investigate opportunities and options for business ownership.
	5.	Assess entrepreneurship skills.
F. Maintaining Professionalism	1.	Participate in employment orientation.
	2.	Assess business image, products and/or services.
	3.	Identify positive behavior.
	4.	Identify company dress and appearance standards.
	5.	Participate in meetings in a positive and constructive manner.
	6.	Identify work-related terminology.
	7.	Identify how to treat people with respect.

G. Adapting to and Coping with Change	1.	Identify elements of job transition.
	2.	Formulate a transition plan.
	3.	Identify implementation procedures for a transition plan.
	4.	Evaluate the transition plan.
	5.	Exhibit ability to handle stress.
	6.	Recognize need to change or quit a job.
	7.	Write a letter of resignation.
H. Solving Problems and Critical Thinking	1.	Identify the problem.
	2.	Clarify purposes and goals.
	3.	Identify solutions to a problem and their impact.
	4.	Employ reasoning skills.
	5.	Evaluate options.
	6.	Set priorities.
	7.	Select and implement a solution to a problem.
	8.	Evaluate results of implemented option.
	9.	Organize workloads.
	10.	Assess employer and employee responsibility in solving a problem.
I. Maintaining a Safe and Healthy Work Environment	1.	Identify safety and health rules/procedures.
	2.	Demonstrate the knowledge of equipment in the workplace.
	3.	Identify conservation and environmental practices and policies.
	4.	Act during emergencies.
	5.	Maintain work area.
	6.	Identify hazardous substances in the workplace.
J. Demonstrating Work Ethics and Behavior	1.	Identify established rules, regulations and policies.
	2.	Practice cost effectiveness.
	3.	Practice time management.
	4.	Assume responsibility for decisions and actions.
	5.	Exhibit pride.
	6.	Display initiative.
	7.	Display assertiveness.
	8.	Demonstrate a willingness to learn.
	9.	Identify the value of maintaining regular attendance.
	10.	Apply ethical reasoning.
K. Demonstrating Technological Literacy	1.	Demonstrate basic keyboarding skills.
	2.	Demonstrate basic knowledge of computing.
	3.	Recognize impact of technological changes on tasks and people.
L. Maintaining Interpersonal Relationships	1.	Value individual diversity.
	2.	Respond to praise or criticism.
	3.	Provide constructive praise or criticism.
	4.	Channel and control emotional reactions.
	5.	Resolve conflicts.
	6.	Display a positive attitude.
	7.	Identify and react to sexual intimidation/harassment.
M. Demonstrating Teamwork	1.	Identify style of leadership used in teamwork.
	2.	Match team member skills and group activity.
	3.	Work with team members.
	4.	Complete a team task.
	5.	Evaluate outcomes.

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